

PERSONAL COLUMN

Talking about the underachievement of black children, we come sooner or later - usually sooner - to the point where somebody says: "It's all down to racism." And there the discussion stops.

I don't mean literally. People may go on talking, maybe loudly, maybe interestingly. But the exchange and development of ideas stops. Unspoken feelings in the group - and most of the groups I am thinking of will contain both whites and blacks - vibrate in the atmosphere and stop people speaking their minds or listening carefully to what is being said: feelings of guilt, anger, embarrassment and fear of saying the wrong thing.

It is not, I think, that many people dispute that racism, however they may define that overburdened word, does indeed lie at the bottom of the problem. The facts - the PSI report, the Egglestone report, the evidence to Swann - are after all there for all to read. They also crop up anecdotally from black students and parents. "Why did you get so little out of school?" one asks. "The teachers were racist," comes the reply, all too often.

Now, knowing something of the schools and teachers they are talking about, I find this puzzling. Most of these institutions appear to the white outsider to be more alert to the issue of racism than the rest of the world.

I put this problem to a young woman running a training scheme for black young people who had failed badly in inner London schools. Why were we apparently making no progress? After some reflection, she suggested that some youngsters were using the accusation in the same way as they frequently use the expression "I'm bored". It was a genuine enough feeling, but the word was being used as a portmanteau for a whole collection of frustrations and resentments. The teachers were failing to teach them what they needed, and they had a gut feeling that it had something to do with being black.

But I do not know in what forum I will be able to pursue this thinking further. It is a phenomenon of the present state of the debate that it is not permissible to see this problem as anything other than a political one: it has to do with power relationships in society, full stop.

The plausibility of the premise (after all,



ANNE SOFER

Political hues

'Racism was being used as a portmanteau for a whole collection of frustrations'

blacks are at present relatively powerless in British society) leaves the way clear for the neo-Marxists to claim the ground as their own. Mere reformist educationists are left floundering. The very idea that there might be practical ways of bridging the gap between those conscientious white teachers doggedly pursuing "anti-racist awareness" courses and their frustrated and mutinous black pupils is suspect. But how, meanwhile, are those teachers to get for those pupils the qualifications they need this year and next?

From a mood of gloom about the dearth of answers to this question, I have been immensely cheered by the story of an American initiative. It arrived on my doorstep in the form of a huge wad of resource materials and is called *Foundations for Learning: Language*.

Starting with a national group of teachers, administrators and pedagogic experts, this project set out to raise academic standards in inner city schools. They identified the chief functional block to higher academic and career aspirations as failure to write with the fluency, sophistication and correctness required, partly at least as a result of the difficulty of jumping the gap between black dialect and standard English, and the early discouragement and demotivation associated with it.

The complete language curriculum they

designed (originally intended for grades 9 to 12, that is, 14 to 18-year-olds, but now used with those younger and older as well) has - they claim - had remarkable results. At the pilot school, an all-black inner Chicago school called Martin Luther King High, a test of writing competency taken before the course showed that three and a half years of high school education had had no effect. There were no differences in student scores across the four-year age range. After 15 weeks of *Foundations*, there was significant improvement, at all age and ability levels. These results have been replicated across the country in upwards of 50 schools - and sustained over a period of years.

The course material is an unfamiliar mixture of the child-centred and the rigorous. The original burst of improvement associated with the course is generated by a complete de-emphasis on correctness and a push for quantity: free-writing, journal keeping... forests of paper which teachers are advised not even to try to mark.

After this comes the process of "peer-group-editing", proof-reading and re-writing and the build-up of collaborative confidence. And then, as needed, grammar and punctuation exercises of the sort that disappeared from English schools years ago. There are also reading lists and extracts and short stories and ice-breakers and discussion

material: the works, in fact. There is also a fascinating analysis of the structure of black dialect, so that both teacher and student can see that it has its own internal grammatical consistency and is not led to devolve into some sort of degenerate derivation. Schools who buy the textbooks get an in-service training course for the teachers thrown in.

In England, we are not used to quite this sort of hard sell, and it is a little overwhelming. But as you can see, I was impressed, not least by the fact that most of the teachers involved in teaching the course and writing it up are black, and that - while the issue of black identity is never far from anyone's mind - the word "racism" is not much in evidence. For this very reason, I fear it might not prove acceptable here: it is the work of educationists, psychologists and linguists, not of political theorists.

I met the chairman of the project on a recent visit to England, and tried to explain all this. He smiled wisely, but perhaps a little wearily. Yes, they had been through all of that. Years had been spent clearing the textbooks of racist stereotypes, and training and promoting black teachers as role models, and it had all been very good and useful work. But it has not solved the problem of black underachievement. And meanwhile the second and third generations "on welfare" were growing up in the inner cities. Something more was needed.

One of the advantages of the American having acknowledged the racial dimension to inequality some years earlier than ourselves is that we should be able to learn from their failures and successes. Will we? Or will politics stand in the way?

NEXT WEEK

Easter conference reports

Children's books

80 years of the schoolgirl in fiction

EXTRA: History

NOTICEBOARD

No 247 CROSSWORD by Rufus

PEOPLE...

Professor William Hayes, head of the Clarendon Laboratory, Oxford, and principal bursar at St John's College, to be president of St John's in succession to Sir John Kendrew, who is to retire on July 31, 1987.

Mr Colin Darrin, principal of Hartlepool College of FE, has been appointed president of the Association of Principals of Colleges.

CONFERENCES...

April 10-12
Association for the Study of Curriculum annual conference on Education now - who pays, who decides, who delivers? at the City University, London EC1. Speakers include Dr William Stubbs, Professor Brian Simoni, Mr Colin Richards and Mr Tim Brighouse. Application forms: Mrs L. Fane, 12 Elm Grove, Emerson Park, Hornchurch, Essex RM11 3UA.

April 11-12
Working in groups - when and why? Association for Student Counselling conference at Brighton Polytechnic. Workshops on addiction, eating problems, race, sex, class, and mature students. Details from Dr Michael Burton, Personal Counselling, Palmer House, University of Sussex, Falmer, Brighton BN1 9QF.

April 11-13
Information for all School Libraries Group weekend school at the University of Sussex. Speakers

include Bob Usherwood, Carlton Duncan, Marion Glastonbury, Sharon Marless, and John Meritich, HM. Details from Ms H. Fane, DLS, Loughborough University, Loughborough LE11 3TU.

April 15-18

Change and conflict in the countryside - the Environmental Education Advertisers Association biennial conference at Homestead Residential College, Lincolnshire, for those with an advisory role related to any aspect of environmental education. Topics include farming and the environment, problems of rural communities, world problems in agriculture and teaching about the countryside. Fee £55. Details from Mr D. Golder, Inspector, County Hall, Boston, Lincs.

April 19

Association for the Advancement of Teacher Education in Music conference on Graduate courses in music and the PGCE at City of Birmingham Polytechnic. Speakers include Peter Baines and Roger Turner. Fee £10. Details from Roger Turner, AATEM, Roehampton Institute of HE, Southlands College, London SW19 8NN.

April 26

Music can be fun for children - a workshop for non-specialist teachers, leaders and helpers interested in music-making with children aged 5-13 at the

University of East Anglia, Norwich. Details from J. H. Evans, Course Secretary of Eastern Region, College of Preceptors, Woodland View, Lower Road, Holme House, Thorford, Norfolk. Please enclose an a.s.e.

May 17

Day course at Middlesex Polytechnic for teachers of Punjabi. Speakers: Dr A. Kaur and S. S. Aitwal. Fee £12. Details from the Director, Multicultural Study Centre, White Hart Lane, London N17 8HR.

May 24

The rise and development of the Sunday School movement in England 1780-1980 - a lecture by Dr Philip Cliff at 8 pm in the College Chapel, Westhill College, Selly Oak, Birmingham. Details from the Rev Simon Oxtley, National Christian Education Council, Robert Denholm House, Nutfield, Redhill, Surrey.

May 28

Music can be fun for children - a workshop for non-specialist teachers, leaders and helpers interested in music-making with children aged 5-13 at the

SAGSET

The Housing Support Team is collecting information for resource lists on social and political education and literacy and numeracy for SAGSET, The Society for the Advancement of Games and Simulations in Education and Training. The lists will include details of publications, articles and games, simulations and roleplays. Write with details of games or simulations in these areas to HST, 64-66 Newington Causeway, London SE1 6DF. Details of SAGSET are available from the Centre for Extension Studies, University of Technology, Loughborough, Leicestershire LE11 3TU.

EVENTS...

April 4
The rise and development of the Sunday School movement in England 1780-1980 - a lecture by Dr Philip Cliff at 8 pm in the College Chapel, Westhill College, Selly Oak, Birmingham. Details from the Rev Simon Oxtley, National Christian Education Council, Robert Denholm House, Nutfield, Redhill, Surrey.

PUBLICATIONS...

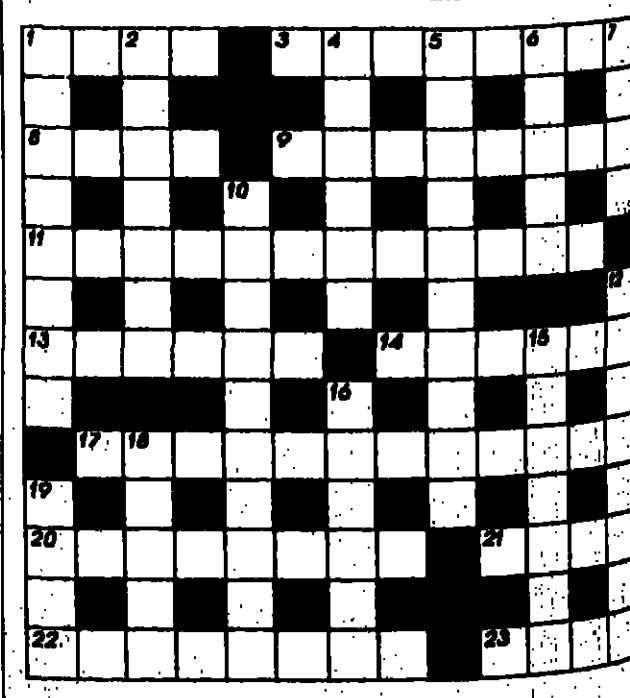
Graduate Study
The second edition of the British Universities Guide to Graduate Study is available from the Association of Commonwealth Universities, John Foster House, 36 Gordon Square, London WC1H 0PF. It costs £15.95 (post free in Britain) or £20 by printed paper airmail.

INFORMATION

MENCAP
Volunteers wanted to help on holidays for mentally handicapped people. MENCAP provides a wide range of holiday accommodation in 26 centres around the country. Contact: MENCAP Holiday Services, 119 Drake Street, Rochdale OL16 1PZ. 0706 54111. MENCAP's Holiday Accommodation guide is also available from the above address.

EQUAL OPPORTUNITIES

Sex discrimination decisions. No 13 is an Equal Opportunities Commission leaflet on headteacher selection which describes the case of Mrs Vera Chadwick v Lancashire County Council. It is available free from the Publications Section EOC, Overseas House, Quay Street, Manchester M3 3HN.



Across
1 Barrow and stock of (4)
3 Finally decide (8)
5 He didn't take single boarders (4)
9 Genuine British money (3)
11 Spare locker? (9, 3)
13 First form (6)
14 Odd places of money (6)
17 When you can dine off grouse or what you will (7, 5)
20 Surprised, awed, though of broad vision (4-4)
21 Becomes wedged, we hear, in the doorway (4)
22 He's not alone, in breaking the law (8)

Down
1 Monk who founded an order on Scottish mountain (8)
2 Trump might have been a priest (7)
4 Offender dismissed by decree (6)
5 Agree to keep in touch (10)
6 Join one in a new tune (5)
7 The advantage of keenness (4)
8 They keep still, being men of spirit (10)
10 Passing place (5-3)
12 Firm taken on new agent with 1000 connections (10)
16 Difference in cost or capital gain (6)
18 Outlook (5)
19 Catch on to the smallest branch (6)

Solution to puzzle 246

THE TIMES Educational Supplement

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Blackpool lights... smiling Lillian Wylie, pensive Malcolm Horne and thoughtful Doug McAvoy at the NUT conference. Reports pages 6,7 Picture: Judith Passow

Minister's inner city direct grant scheme attempts to put skids under Right

Vouchers plan countered

by Biddy Passmore

A plan to establish a network of government-controlled direct grant schools in inner city areas has been devised to head off Conservative right-wing pressure to introduce a voucher system for schools.

It is understood to be the work of Mr Chris Patten, education minister of state, and Mr Walter Ulrich, the senior schools official at the Department of Education and Science - although the Cabinet home affairs committee bore the name of Sir Keith Joseph, the Education Secretary.

The plan to set up some 50 "Crown" schools is the preferred option in the paper, which also lists options ranging from the expansion of the Assisted Places Scheme to complete centralization of the education service.

News of the paper leaked out as Dr Rhodes Boyson, former education minister, made his first speech at an education gathering since being named

as the right's preferred candidate to succeed Sir Keith (see page 3). Sir Keith has said he will not contest the next election, but it is thought he may vacate his post before then.

The idea is that the Department of Education would take over perhaps 50 or 60 inner city schools - probably comprehensives - funding them directly and providing them with highly skilled teachers.

Their curriculum and teaching methods would reflect best current practice. Parents would flock to get their children into them, thereby putting pressure on the local education authority to imitate them.

Whereas the Patten-Ulrich plan would lead to greater central control, the schemes proposed by right-wing ministers, advisers and MPs (the 92 Group) centre around greater autonomy for individual schools.

These right-wing schemes, which may now be drawn together in a paper

to be considered alongside the DES plans, include giving all state schools the equivalent of voluntary-aided status, or boosting governing bodies to give them more freedom to run their own budgets and hire and fire teachers. Groups of parents or charitable trusts could be given per capita grants to run their own schools.

Eventually, each direct grant could be paid to all schools and could then be transformed into educational vouchers or "credits", to be handed direct to parents to take to the school of their choice.

While the idea of "Crown" schools is said to have found favour with some Cabinet ministers, the Prime Minister is still under strong pressure from right-wingers on the backbenches and in her No. 10 policy unit to go for a free-market option.

But in a *Times* interview last week, Mrs Thatcher said the introduction of credits would be a "very, very long-

term thing". The objection that a credit would give an enormous bonus to those who send their children to independent schools could be dealt with by way of taxation, she added. This means that the value of the credit could be clawed back through tax for those on higher incomes.

Mr Fred Jarvis, general secretary of the National Union of Teachers, condemned the "Crown" schools idea, saying it had come from the "same stable that gave us" direct grant primary schools, the Assisted Places Scheme and the return of direct grant schools, *James Melkley writes*.

He said: "The attitude and philosophy behind all these proposals is exactly the same and clearly there is a total refusal to accept that the object of government policy should be to ensure every school in the country should be fit for each and every child in the country."

London classrooms set for job share

by Hilary Wilce

The largest job-sharing scheme in teaching is likely to be launched in the autumn when the Inner London Education Authority throws open virtually all its 18,000 classroom jobs to share applicants.

A recommendation that all posts be automatically open to job-sharing is still working its way through committees at County Hall, but is thought to be approved. The authority's Labour rulers see it as a key plank of their equal opportunities policy.

The proposals allow for individual jobs to be excluded from the scheme if there are good reasons why. They also

say that sharers must be given paid consultation time.

They are based on the close monitoring of a pilot job-sharing scheme over five terms. About 70 sharers were set up under the scheme. More than three quarters of these were Scale 1 or 2 posts, 15 per cent were Scale 3, and 8 per cent were Scale 4.

Twenty-nine per cent were in primary schools and 37 per cent in secondary. The rest were in special schools or unattached posts.

The sharers were overwhelmingly women, many of whom wanted to spend more time with their children, but they also included teachers who

wanted more time for other interests and teachers who felt job-sharing better than being part-time.

The scheme found that a number of governors, heads and parents expressed doubts about the principles of job-sharing, but many of these disappeared once share arrangements were working.

However, heads and inspectors expressed a range of views about the advantages and disadvantages of shared posts.

The advantages centred around the bonus of having two minds focused on one job, and the wider range of skills

and experience this can bring to the classroom and the school.

The disadvantages were mainly concerned with a lack of communication and continuity, and the difficulty of arranging for both sharers to attend school meetings.

The report notes, "Some of the disadvantages... concern the working of the partnership and may suggest that lack of compatibility was the problem. Lessons can be learned by looking at those shares which have been a success, i.e. where teachers do share a common philosophy, where they work together as a partnership and communicate regularly."

Cool reply to NUT merger call

The prospect of merger talks between the country's two TUC-affiliated teachers' unions has had a cool reception from the National Association of Schoolmasters/Union of Women Teachers.

Delegates to the National Union of Teachers' annual conference in Blackpool voted overwhelmingly to start merger talks - with the aim of achieving a stronger united voice for teachers.

But Mr Nigel de Gruchy, deputy general secretary of the NAS/UTW, which was holding its annual conference in Scarborough this week - said: "As and when there is an outbreak of rationality among the NUT we'll be glad to consider it. Seriously, they need to get their act together and adopt some sensible policies."

The NUT conference also voted to seek an immediate across-the-board £200 pay rise for the profession before the Acat-inspired talks on pay and conditions reach a conclusion - a move which now means most teachers' leaders favour an interim pay deal.

Both unions agreed to boycott the new GCSE examination - due to be introduced into schools in September - and called for its postponement.

The NUT will advise members instead to continue teaching the O level and CSE syllabuses which will be officially scrapped this summer if the Government sticks to its decision to introduce the new exam in September.

A strong plea for more professionalism among teachers was expected to be made by Sir Keith Joseph, the Education Secretary, when he addressed the NAS/UTW conference yesterday.

To a large extent this lay in the hands of teachers themselves and their associations, he was due to tell his audience. The Education Secretary was also expected to stress that, until teachers and their employers had agreed on a job definition, initial and in-service training could not be planned to fit teachers for it.

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or write to us at

AAA

Assistant Masters and Mistresses Association
7 Northumberland Street, London WC2N 5BA

Tyrrell Burgess suggests that the policy decision that pupils should own their personal Records of Achievement puts education ahead of an impending Bill to give everyone right of access to personal files.

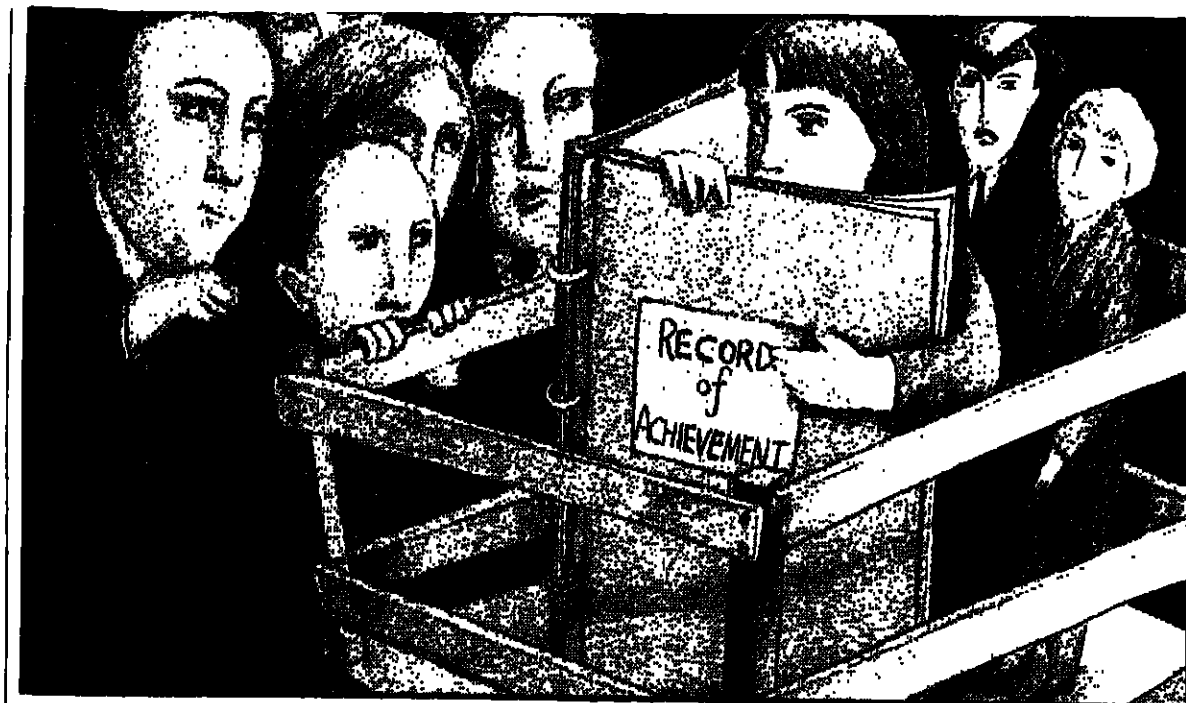
Despite recent outbreaks of centralizing megalomania, education remains the most humane and rationally organized of all the public services. The legislation for each child and for the responsibilities and wishes of parents gives the individual a more secure standing than, say, in the health service. The provision of schools by locally elected authorities offers almost unique variety and responsiveness. People are coming increasingly to see that such devices as governing bodies for individual schools, for example, can offer models of devolved responsibility elsewhere.

Now comes another example of the way in which the traditions of education place it ahead of reforming attempts. The example lies in the new Bill to be introduced in the House of Lords this session by Lord Hoon and which awaits the success of one of its sponsors in the ballot for private members' bills in the Commons. It is concerned to give individuals the statutory right of access to personal files, and it has support from MPs and peers of all parties.

The Bill would enable individuals to discover whether they are the subject of medical, educational, housing, social work, fostering, care, parole or probation records. It would allow them to acquire copies of files, subject to safeguards, to have inaccuracies corrected, to be compensated for distress or damage caused by inaccuracies and to appeal to a court if an authority fails to comply with the Bill's requirements. It extends to manual records the same right of access as the Data Protection Act will give to computerized records after 1987.

Clearly the Bill will affect education, because it covers educational records. Fortunately, it is something that has been a matter of discussion in education for some time. There has indeed been a longstanding campaign against secret school records which has only recently incorporated itself into the general pressure for access to records.

What is more, the Secretary of State's interest in creating a national system of records of achievement has



Private property

provoked official thought about the status of such records. Indeed, *Records of Achievement: a statement of policy* (DES July 1984) included the following paragraph on ownership:

"The Secretaries of State believe that the final, summary document of record should become the property of the pupil, who would be free to decide whether or not to show it to prospective employers and others. Schools should retain a master copy and meet reasonable requests for duplicate copies by pupils who need them. They should not

however supply copies to anyone else without the pupil's permission."

This paragraph is important, not just for the summary document of record but as a formula that could surely apply to all records in education as elsewhere. The principle must be that any record on an individual, held by a public (or come to that private) body should be the property of the individual to whom it relates. It would be for the individual to decide whether its contents should be shown to anyone, and there should be no question of copies or extracts being given to any

one without the individual's permission.

The interest of the institution in the record could be protected by allowing the institution the licence to maintain a copy, while the individual retained ownership. The licence would cease once the individual left the institution.

In other words, the notion of the ownership by the individual of information about himself is a very powerful one and could be an effective protection against the abuse of files and data.

There is of course a special difficulty about this in education: would it be right or practicable to make the child

the owner of his file? The remedy suggested by the existing legal position. Under the 1944 Act, a parent must see that a child of school age receives education, either at school or otherwise. This legal responsibility suggests that the records of children's compulsory school age should be the property of parents, rather than of their children. At the end of compulsory schooling, ownership would be transferred to the young person as just quoted. The files and records of students over 16, in sixth forms and institutions, would of course be the property of the students.

The extension of these principles to all school files would meet the chief worries that people have about them. These are that judgements and snippets of information of varying degrees of reliability, particularly about personal qualities and home circumstances, might be carried for years on file and even passed on to other institutions or bodies and thus be damaging to individuals.

The policy statement itself discusses the problem and solves it by insisting that records should be a fair list of achievements, prepared jointly by teachers, pupils and others. Any assessments should reflect only those matters of which teachers have direct knowledge and evidence, should concentrate on positive qualities, rather than failures or difficulties, and should take the form of concrete examples. These principles are apt, not just for the proposed records of achievement, but for all records held by school.

At present it is not proposed that the institution of records of achievement should itself mean the end of other records. But this will be the inevitable consequence of any law based upon the new Bill. This will make it effectively impossible for schools to carry second set of records to which students and their parents do not have access.

All in all, the present developments suggest that quite soon it will be an accepted feature of a democratic society that individuals own the information that exists about them in the files of public bodies.

The team's main proposals

The investigating team made 80 recommendations under a series of headings. These included:

Accountability

- The L.e.a. must accept and assert its authority in providing every aspect of the academic and "hidden" curriculum; and
- The L.e.a. should ensure that parents as well as teachers should be equally co-opted onto the education committee.

Racism

- Racism must be fully understood and recognized as a social process and institution of practices;
- Both parties should screen candidates for racist views before they are adopted to stand for the council;
- A series of seminars for members, officers and advisers and teachers on the chapter on racism should be held to examine the way the education system works so that institutional racism can be eliminated.

Standards

- The report cautions against releasing "crude comparisons of exam results" as they are misleading;
- Governors should organize seminars for parents to make them aware of the problems associated with the interpretation of exam results and involve them more in their children's education;
- Research is needed on parental preference on choice of schools, and the effect of the organization of teaching on learning; and
- All activities of the school should, as far as possible, be included in some form of assessment, or personal record of achievement.

Curriculum

- It should be committed to an anti-racist policy, multicultural education and equal opportunity;
- Officers should undertake a review of options with the possibility of reducing their number and enlarging the core;
- Careers education should be introduced in the first year of secondary school.

Communication

- The L.e.a. should review urgently its channels of communication, and the degree of status it gives to any particular body or institution representing interested parties in the borough;
- Officers, advisers and heads should consider sending a newsletter to parents.

Parents

- The L.e.a. should find ways of improving parental involvement in education on a more equal basis.

Governors

- They should monitor the declared policy of the L.e.a. and draw up a curricular plan for the school, in consultation with the staff and head, which would be reviewed regularly.

Training

- To implement the recommendations on standards and the curriculum a comprehensive programme of in-service training will be needed. Anti-racist training should be an important part of the programme including all those involved in appointing senior staff; and
- Management courses for heads should be extended.

Research

- A small, but carefully selected, research and development team should be put at the disposal of the director of education urgently; and
- A pilot study of school profiles, such as the investigation team intended to mount should be carried out.

Reorganization

- The L.e.a. should accept tertiary colleges as the best way of organizing post-16 education; and
- The scheme should be based on the four further education colleges in the north of the borough and the Wilburton Polytechnic and one of the larger secondary schools in the south.

A two-year investigation into educational standards in the London borough of Brent has just been completed. Diane Spencer reports

L.e.a. faces crisis of public confidence



Two of the inquiry team: Jocelyn Barrow and Fred Flower

the secondary stage in spite of rapidly changing circumstances," the report says.

This conservative attitude, coupled with an unwillingness to tolerate any intrusion into the professional territory of the teacher, made it difficult for the authority and officers to monitor the curriculum more closely, it adds.

The real ends of education lie outside the education system and schools must ultimately be judged, not by

whether they meet their own targets, but if they can rise to the expectations of those who use and pay for them. So governors as well as teachers should play a part in curriculum development and monitoring.

The team warns: "The strong concerns and anxieties that led the Parents' Association for Educational Advance to put forward their pilot scheme (for two schools to be set up, run mainly by black teachers responsible

to black governors) will not easily be dispersed unless some way is devised of associating parents and the local community more closely with the working of the school."

The report concludes there is fundamental conflict between the developmental role of education and what has become the major function of secondary schools: examination success. The selection process favours middle-class children and places black and white working-class pupils at a disadvantage.

The time when pupils choose their options is crucial and subsequent dissatisfaction with the system can be traced back to then.

The report, *The Two Kingdoms*, notes the worrying trend that the differences between the north and south of the borough are becoming more marked: Brent is basically divided between a prosperous area to the north and west and a poor area in the south with more ethnic minority children.

One parent even dubbed the North Circular Road which forms the dividing line as the Berlin Wall. But the authors point out that, while Brent has some unique problems, it shares most with the rest of the education system. They believe their report will be useful to other L.e.s.

What the inquiry tried to do

The independent investigation was set up in November 1983 as a result of a council resolution following concerns about standards expressed by black parents, particularly the Parents' Association for Educational Advance.

Its terms of reference were:

1. To assess the standards achieved in the authority's county secondary schools;
2. Without derogating from the generality of this objective, to lay emphasis on an assessment of the concerns of parents, and in particular black parents, about levels of provision and achievement and to advise the council on the

justification for such concerns;

3. To report its proceedings and recommendations to the council and in particular, to advise on any remedial action needed to improve standards of education.

The members of the team were: Ms Jocelyn Barrow, the chairman, visiting lecturer at London University Institute of Education; Mr Fred Flower, former principal of Kingsway/Princes College, North London; Professor Charles Mulford and Dr Fitz Taylor, also from the Institute; Dr Gunderma Verma, reader in education, Manchester University; and Dr John Marks from the NCES.

by the team.

The NCES found that the average overall O level examination performance of pupils in Brent schools is:

- About 25 per cent below the national average for all state schools;
- About 20 per cent below the national average for comprehensive schools; and
- About 10 per cent below the national average for comprehensive schools in social class C.

Some schools got more than four times as many O levels per pupil as other schools. At Clarendon, Kingsbury and Preston Manor O level passes per pupil were about 20 per cent above those for pupils at comprehensive schools in social class A. For the 12 other schools they are below those for comprehensive schools in social class C; in some cases as much as 60 per cent.

Pupils in north Brent got 75 per cent more O levels than those in the south. O level passes per pupil in the north of the borough are approximately equal to those for comprehensives in social class B, the national average - whereas in south Brent, they are only 60 per cent of those for comprehensives in social class C.

The report adds that resources per pupil in Brent schools are around 20 per cent above the national average and schools which spend most per pupil and have a higher pupil/teacher ratio achieve some of the worst examination results, even after some allowance is made for differences in social class.

Professor Goldstein made detailed criticisms of the NCES report. He noted the lack of data on school intake, the surprising omission of DES statistical bulletins 16/83 and 13/84 which compare L.e.a. exam results and concluded that Brent was an "average" authority. He said that the NCES's conclusions about "so-called underachievement" were unwarranted.

Protest at exam result survey



The inquiry team commissioned the National Council for Educational Standards to look at the exam results of the 15 maintained schools in the borough during 1981-84.

Dr John Marks (pictured), a leading figure at the NCES, was appointed to the team by the incoming Conservative chairman of the education committee shortly after the original members had been selected by the Labour group. Labour lost control in December 1983 after Mrs Ambrose Neil defeated the Tories.

The team, apart from Dr Marks, took the unusual step of commissioning "an expert evaluation" of the NCES's findings because "their methodology and results were so hotly challenged by other research teams working in the field, some going so far as to maintain that they failed to respect normally accepted standard statistical procedures," the report explains.

Dr Marks issued the NCES finding as a minority report to Brent Council last autumn because he was impatient with delays in the final publication of the main document.

It now forms an annex to the chapter on exam results along with a commentary by Professor Harvey Goldstein of the London University Institute of Education, who had been commissioned to evaluate the findings

NEWS

Ongar head warns of hardship to community

by James Melkie

One of the country's best-known head teachers is fighting to save his school, which is due to close under a major reorganization plan.

Mr John Swallow, head for nearly 18 years of Ongar comprehensive school, is locked in the row which was caused by falling rolls in the rural Epping Forest area of West Essex.

He says the community will be "devastated" if the school is closed when reorganization takes place in 1989.

Mr Swallow, who was president of the National Association of Head Teachers in 1984, warns that children may have to travel from 8 to 12 or 13 miles to school.

About 500 people attended a meeting at the school on Monday to show their continuing opposition to plans agreed by Essex County Council last month.

"I have never seen people so anxious," Mr Swallow said. He believes

that a restoration of shared catchment areas would make the school viable once more. He hoped the Department of Education and Science would look on the matter "more dispassionately and compassionately".

The school, which went comprehensive while Mr Swallow has been the head, had 1,500 pupils in 1975. Now the number is down to 800 and still falling.

Mr Stanley Wilmot, vice-chairman of the school governors, said a reorganization in Brentwood a few miles away was due within months. There were five schools in the area.

"We contend that one fewer there would be far less hardship than the only one disappearing in a community of 8,000."

The reorganization would also mean the amalgamation of three 11-18 schools into one 11-16 school, the loss of the sixth form at four other schools, two of them voluntary, and the closure



John Swallow: anxious

of Loughton College of Further Education.

A new tertiary college would be established.

The overall reorganization scheme was approved by 47 votes to 39, although an appeal for the Ongar case, to be reviewed failed by just three votes.

Unionist threat to Ulster boards

by Carmel McQuaid

Northern Ireland's Democratic Unionist Party has threatened to "paralyse" the province's five education and library boards by "disruption and direct action" in its campaign to have the Anglo-Irish agreement rescinded.

Mr Nigel Dodds, the party's chief whip in Belfast city council, has warned that Unionist members of the education boards would be prepared to resort to filibustering if the boards cannot be brought to a halt; as the councils and Assembly scrutiny committees have been.

With 60 per cent of board members appointed by the government, Unionist motions to adjourn board meetings have been consistently out-voted.

"Why should these boards be allowed to continue when other bodies are out of action?" Mr Dodds demanded. "If this continues and these people show no regard for the wishes of the Unionist people, we will ensure that no business is done."

While not prepared to divulge their full range of plans, an immediate strategy will be to prevent the meeting proceeding beyond the minutes.

"When each of 14 councillors has had his say on every single minute of every single committee, the non-democratically elected members will grow weary," he said. "The continued functioning of the education boards is galling for us. We are out-voted every time. The wreckage of these undemocratic boards would be welcomed by the Unionist people, to whom they are neither accountable nor amenable."

Lecturers oppose mergers

Attempts to merge polytechnics and universities without any coherent policy framework will be resisted by the college lecturers' union.

The union, NATFHE, says that current merger proposals stem mainly from the Government's wish to shrink higher education and do not seek to extend opportunities for students.

Two years ago the New University of Ulster and Ulster Polytechnic were merged to form the University of Ulster. Other mergers have since been proposed. They include: the amalgamation of City University, in London, with the City Polytechnic; the merger of the University of Bradford with Huddersfield Polytechnic; and Keele University with North Staffordshire Polytechnic.

None of these are genuine attempts to cross the so-called binary divide between public sector and higher education and universities, NATFHE says.

"All proposals have envisaged the merger of two institutions with the resulting institution being firmly placed on one side of the binary line, so far the university side," it argues in a booklet, *Across the Binary Divide*.

The union says it favours closer cooperation between the two sectors, but that this must develop the positive features of both.

Across the Binary Divide, Information Department, NATFHE, Hamilton House, 140-142, Piccadilly, London W1H 9BH.

Richmond leads in lunch-time pay

Richmond education authority in London is offering volunteers £8 an hour to supervise children at mid-day.

Others will be paid £4 for 30-minute sessions under a scheme expected to be approved by the council's policy committee next week.

The offer is better than nearly all other lunch-time schemes prepared by local authorities in recent months. Heads and deputies who actively

supervise will also have the chance of payment under arrangements which meet guidelines on pay and staffing levels from the National Association of Head Teachers.

The authority is putting extra money of its own into the scheme. Cash split on a 70 per cent Government-30 per cent local basis was not considered adequate.

Richmond will now pay nearly

£92,000 of the £147,500 a year cost. Local members of the NATHT who recognized the authority's "good intentions" did not take part in last month's lunch-time shutdown organized as part of the union's campaign for a national agreement.

The Association of Metropolitan Authorities is refusing to press for a national agreement. Only eight of its 36 members have shown favour.

Professional Association of Teachers

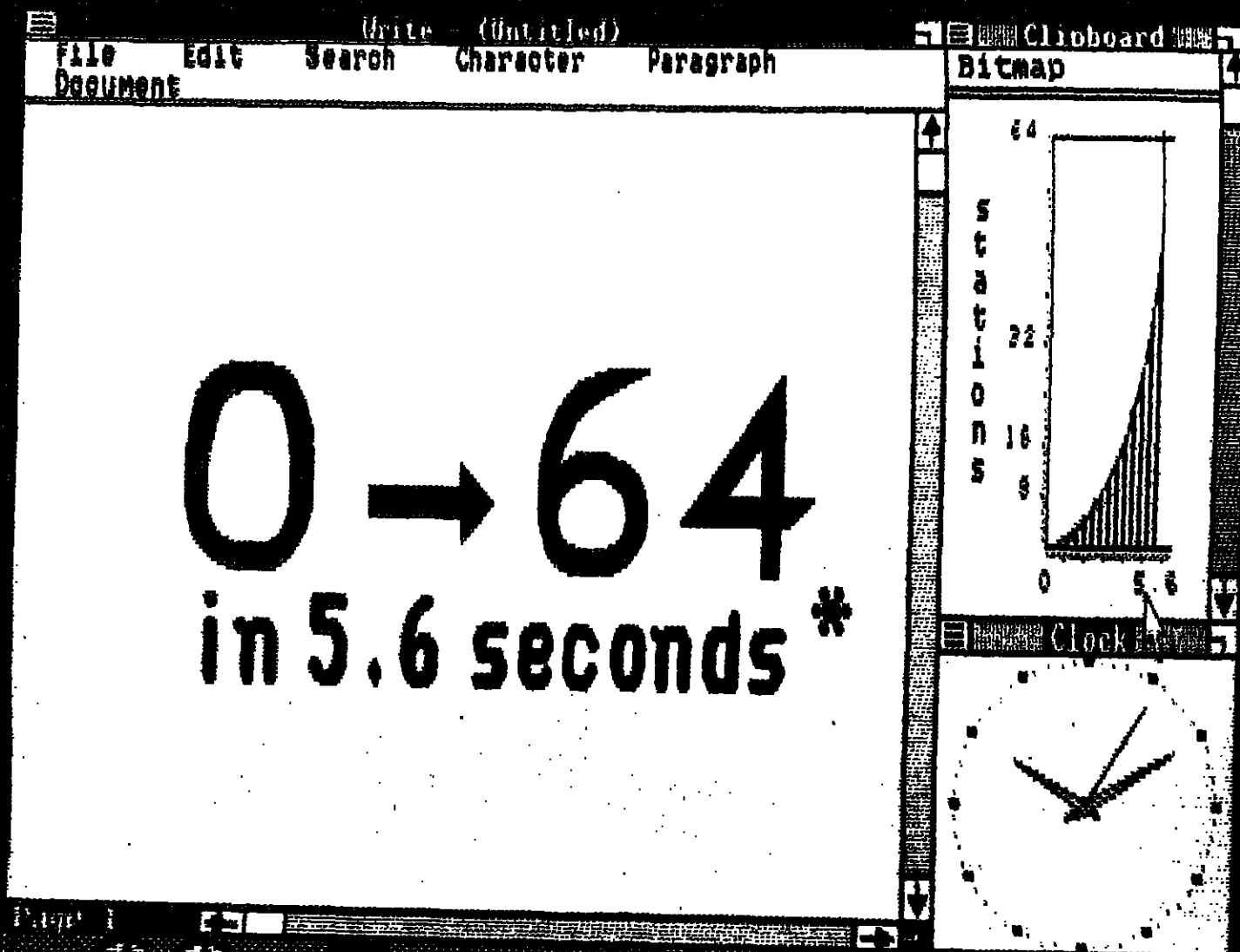
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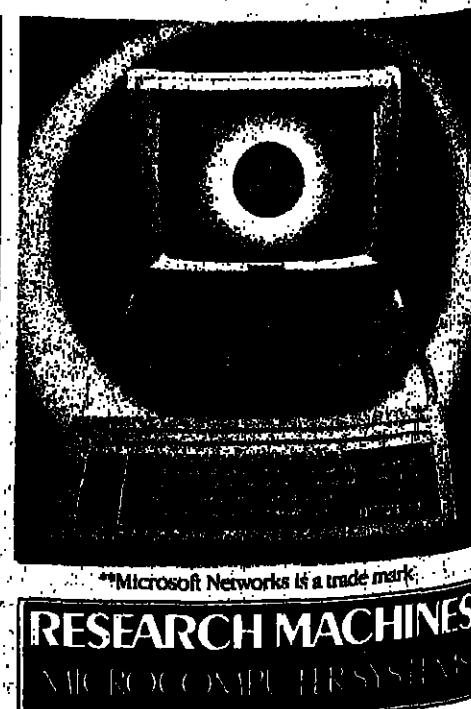
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*Time taken to send 1,000 word report to 64 stations on the Nimbus Network.



NUT focuses on primary need for time off class

by James Melkie

Demands to win teachers less time in the classroom form a key part of a drive by the National Union of Teachers to put primary education back in the limelight.

Its annual conference in Blackpool overwhelmingly backed a call to put primary teachers on a par with secondary school colleagues in terms of time-tabled periods away from teaching to allow better preparation and marking of work and opportunities to develop their own skills.

Other rallying points in a campaign to promote better public knowledge of the work done in schools include calls for more cash, teachers and ancillary staff.

But the executive led successful resistance to committing the union to industrial action, up to strikes, to bring changes.

Delegates were warned from the platform against endorsing action on any one of a number of demands which might be difficult to explain to the public.

Executive member Mr Harry Fearson singled out for attack demands by Westminster and west London that at least one full-time secretary should be provided for every primary school.

"Secretarial help is desirable. It is essential. But how would you begin to persuade other people that a school with two or three teachers would justify expense on this scale?"

He also opposed suggestions that the union should resist the spread of subject specialisms in schools. The NUT could not advocate a centralist line.

Decisions on the organization and content of the curriculum should be left to individual schools.

The calls for industrial action to back up the campaign were lost by 124,785 to 89,347 in a card vote.

Mr Martin Francis, a west London teacher, said it left the proposals "just a public relations exercise".

The arguments for putting primary education in the spotlight were summed up by executive member Mr Bill Rippon.

"The teachers felt the value of their work and achievements were underestimated and taken for granted, he said.

"There are still many people, some of whom are in high places, who believe even now, that the smaller the child the more you can pack into one classroom, and the younger the child the easier it is to teach."

"It is time this myth was dispelled once and for all."

He said: "Primary teachers undoubtedly have the skills, they have the ability. What they need now above all is the time to do their job properly and effectively."

"That means some non-teaching time during the school day. It is long overdue."

Mr Peter Griffin, another executive member, singled out Bedfordshire for criticism. "There are small rural schools where the only teacher on the premises for significant parts of every week is just the teaching head, teaching the whole age range."

"That is disgraceful and has got to stop."



Eggheads...

East Oxford. A primary school in Oxfordshire spent the Easter week helping hatch chicks - one of which settled on six-year-old Tina Russell's head.

Ulster nursery demand far outstrips supply

by Sarah Bayliss

Demand for nursery places in Northern Ireland heavily outstrips supply with some waiting lists containing 300 names or more.

A survey conducted by the Northern Ireland Council for Educational Research, shows that only 13 per cent of three and four-year olds - 6,859 children - are receiving nursery education. This is below the level of provision in mainland Britain although the Province has a high proportion (80 per cent) of four-year-olds in primary school reception classes.

The average waiting list for Northern Ireland's 140 nursery schools and units is almost 100 names long. At one school, 386 under-fives wanted a place.

The survey, which obtained replies from 85 per cent of all teachers, shows that their major concern is the low level of provision; they believe that places should be available for every child whose parents request it.

Two-thirds of children with a place attended full-time and most teachers strongly favoured this as the best way of educating children and organizing the class, though many were limiting the total number of children on roll.

The research was commissioned by Ireland Primary Teachers' Council.

The least popular system with teachers was one where different groups of children attended in the morning and the afternoon.

Half the children spent one year in their nursery class and most of the rest stayed for longer. "It is regrettable that, in practice, the admission of one child means the exclusion of another," states a summary of the survey.

Six per cent of children had been referred by a doctor or psychologist, social or emotional difficulties were twice as commonly quoted as physical problems. Four out of ten children had parents who were unemployed and, on average, teachers reckoned that three children in each class were educationally disadvantaged in some way - although in some cases the proportion was thought to be over half.

The research was commissioned by Ireland Primary Teachers' Council.

Nursery: Questions and Teachers' Answers, a summary report by Ian Wells and Stephanie Burke is available from NICEP, The Queen's University of Belfast, 52 Malone Road, BT9 5BS, price £1.25 incl p&p.

New school for Province

by Carmel McQuaid

One of the first integrated primary schools in Northern Ireland outside Belfast, is to open in September, at Newcastle, Co Down. It is to have 50 pupils with the ratio of Catholics to Protestants even.

Non-fee-paying, it will be organized and supported by the All Children Together movement, a charity started 12 years ago, which aims to bring together the two communities.

It will be a Christian rather than a non-denominational school, catering equally for Protestant and Catholic

cultures. Recruitment will be from the wide Newcastle-Dundrum catchment area, where parents have been meeting during the past six months to see if the project was feasible. Having established that support exists, they approached the All Children Together movement for guidance, expertise and funds - donated mainly from England and America. If the school proves viable over a few years, it will be eligible for state support.

A board of governors and teachers will be appointed in the coming term.

Commission to establish open learning

A programme to establish open learning in the education and training system is to begin next year, funded by the Manpower Services Commission but run jointly with the Department of Education and Science.

The aim will be to encourage colleges and training organizations to offer open learning courses and facilities as an integral part of their permanent provision. They will be encouraged to build on the experience of the Government's Open Tech programme, which the new scheme will replace.

Mr Bryan Nicholson, the MSC's chairman, said institutions would be expected to fund open learning as part of their activities. But although the MSC would no longer expect to fund large numbers of development projects as it does through Open Tech, it will spend nearly as much - £10 million a year, for five years - supporting a national infrastructure and maintaining a limited pump-priming capacity.

The new programme will not be aimed at a specific target group as is Open Tech, which was intended primarily to provide ways for people working in industry to upgrade their technical or supervisory skill, although it has not stuck strictly to this brief. Mr Nicholson said that developing open learning for the unemployed was at least as important as providing for those already in work. Talks are in progress with the Open University about the role it should play in the programme alongside the DES and the MSC. A representative national advisory body is to be set up, together with a regional advisory service, so that a variety of needs can be established.

The council sees this as a repudiation of the commission's promises that all trainees would be protected by contract setting out their rights and conditions. It believes that statements in MSC literature currently being used to induce youngsters to join the scheme imply that the commission will guarantee such rights, whereas the board's decision means that it will not.

The council thinks this amounts to misrepresentation on a scale which the courts might rule unacceptable. It will consider at its next meeting if it wants its chairman, Mr Malcolm Ryan to remain a member of the board.

He said this week: "Mr Geoffrey Holland, the MSC director and other top people in the MSC and the Government had talked a lot about trainee status and made great play with the importance of what they said would be a contract."

"Either they did not mean it at all, or something very big has happened to change their minds, in

which case they had better explain what it is.

"This is not simply a formal matter. The status of young people who are being used as workers while under training is a key issue in the reform of the training and vocational education system. It is naive to think that it doesn't matter if trainees have no way of getting their employers to keep their side of the bargain, let alone provide decent conditions."

Mr Ryan said the council did not have the resources to challenge the MSC's decision in the courts, but it hoped that if there were a case for such an action some way could be found to finance it.

A public inquiry into the circumstances of the youth training board's behaviour is likely to focus on the TUC's role in the decision.

The TUC representative led the opposition to a legally-enforced contract, arguing that the defence of trainees' interests was best left to the unions, even though surveys have shown that most trainees in the present version of the YTS are in workplaces where the unions are either not represented or inactive.

Although two of the three CBI representatives backed the TUC view, the third, Mr John Pardoe, the former Liberal MP, was in favour of legal

contracts. Further embarrassment may be caused to the TUC by the British Youth Council's attempts to revive the issue of trainee councils. The TUC establishment, despite the views of some individual unions, has blocked any progress towards the setting-up of bodies to represent trainees because it fears they might supplant the unions as negotiators with employers.

The TUC's attitudes towards the running and control of the YTS are coming under fire from another quarter. The Labour-controlled Association of Metropolitan Authorities issued a statement last week complaining that TUC representatives on the Manpower Services Commission had

ganged up with the CBI colleagues to deny greater representation for the local authorities and the education service on the area manpower boards.

The AMA is to protest to Mr Bryan Nicholson, the MSC's chairman, arguing that if their present level of representation - two or three seats on each board - is not increased, then the authorities should at least be able to send substitutes to meetings when their regular representatives cannot attend.

The growing coolness between the TUC and the Labour local authorities constitutes a challenge to the party's parliamentary leaders.

The TUC's determination to defend its MSC patch is one of the issues which Mr Kinnoch and his colleagues will have to confront over the next few months as they argue out the definitive statement of Labour policies on post-secondary education and training which is due later this year.

Youth council ponders legal action over trainees' rights

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Edited by Mark Jackson



The Industrial Society, the organization which pioneered industry teaching in school, has appointed a trade union leader as its new director.

Mr Alistair Graham (above), the general secretary of the Civil and Public Services Association and on the right wing of the TUC general council, is one of the fairly small group of top union officials who play an active part in the society's activities.

Mr Graham says he has been particularly impressed by the quality of its work with young people "both in schools and with those seeking permanent employment".

He told the press conference at which his appointment was announced that it would be the TUC's general council a lot of good if it had to explain the trade unions to a group of fifth and sixth formers once a month.

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Susannah Kirkman reports on the "conspiracy of deafness" affecting bilingual education and how one authority is trying to combat it.

Low esteem of mother tongues 'amplifies racism'

Britain has been accused of ignoring the existence of bilingualism and failing to develop a proper curriculum policy for foreign languages in schools.

Mr Michael Marland, head of the North Westminster Community School, told the annual conference of the Joint Council of Language Associations that 70 per cent of the world's population was bilingual. Yet in Britain there was a "conspiracy of deafness" which regarded it as a disadvantage.

Low esteem of mother tongues amplified the racism pupils suffered. The DES document, *A Framework for the Curriculum*, used the phrases "European languages" and "modern languages" synonymously, implying that there were no modern languages outside Europe, Mr Marland asserted.

He also criticized the "widespread reluctance" to teach in or through the mother tongue. Despite research evidence to the contrary, many parents and teachers were afraid that the development of English would be hampered by the mother tongue. The fear that bilingual education would promote separatism had led to the suggestion by the Swann Committee that mother-tongue "maintenance" should be relegated to out-of-school activities.

Mr Marland called for a 10-point programme which would "improve the whole languages climate" of a school:

- Attitudes to bilingualism and to non-European languages had to be changed. Schools should encourage multi-lingual messages for parents and bilingual social and cultural activities.
- Pupils should be offered a languages foundation course which included non-European languages and developed "language awareness".
- Schools ought to provide a wider range of languages as exam subjects for all pupils. A "multi-language" GCSE in three or four languages would provide another chance for schools to introduce non-European languages.
- Schools must take responsibility for ensuring that mother-tongue teaching in the community was adequate.
- Teaching through the mother tongue should be encouraged at secondary as well as at primary level.
- Induction courses must show newly-



Many parents and teachers have been afraid that the development of English would be hampered by the mother tongue.

arrived bilingual children how to get the best out of education in this country. They should include some teaching in the mother tongue, the teaching of English as a second language and a bilingual introduction to subjects like science.

□ The teaching of English as a second language should be linked to modern-language teaching and English as a first language so that there was a coherent approach to all three.

□ Pastoral care should be provided in the pupil's own language.

□ Extra staffing must be available for bilingual pupils and some modern languages teachers should be specialists in Arabic or Gujarati, rather than French.

□ Publishing in minority languages and bilingual publishing should be stimulated.

ILEA minds its languages by review

The Inner London Education Authority has launched a full-scale review into its linguistic teaching including community languages, bilingual education and English as a second language.

Working parties will be set up in each of the ILEA's 10 divisions or areas to consider language provision and organize a consultation on the issues involved on which teachers, inspectors, parents, and members of local communities will be represented.

The ILEA language census last year showed that more than 160 languages were spoken in its area. Almost one pupil in five spoke a language other than, or in addition to, English at home. The most common apart from English were Bengali, Gujarati and Turkish.

In the City of London and Tower

Hamlets area (division 5), 32 per cent of the pupils were not fluent in English - and the number of ILEA pupils not fluent in English increased by 26 per cent between 1983 and 1985.

According to the census, the numbers of pupils using Bengali, Chinese, Yoruba (a West African language), Urdu and Gujarati were all expected to rise.

Mr Bill Stubbs, the ILEA education officer, says that changing demands and the "diversity" of existing provision means the time is ripe to make a systematic review of language teaching which could form the basis for a coherent policy.

He recognizes that opinions about bilingualism and the introduction of "community" languages into schools are divided. In his report recommend-

Closure threat for training video maker

by Hilary Wilce

A video production unit which specializes in producing teacher training materials looks set to close later this month because its sponsoring colleges and education authorities can no longer afford to keep it going.

The Chiltern Consortium was established 15 years ago to produce high education materials by five colleges of education.

Its present members are the Bedford College of Higher Education, Brunel University, Bucks, the College of Higher Education, Hertfordshire College of Higher Education.

But with the future of Hertfordshire College in the balance proposals for merger with Hatfield Polytechnic have been put to the Department of Education and Science - and other colleges feeling the financial pinch, all the consortium members have decided to withdraw support from the unit. The next month to decide what to do with the assets.

The consortium, which is based at Hertfordshire College, has specialized in teacher training materials made on location in classrooms and schools. In addition, it has subsidized its work by making programmes for outside clients such as publishers and charities.

It has a library of about 400 high education videos, and sends materials all over the country and abroad. This year it will make about £15,000 from production fees and income from hiring and selling materials. Consortium members will have to pay £18,000 each to fund the rest of the running costs.

Mr John Large, the director, said this week that no alternative sponsor had come forward and it seemed unlikely the consortium would have a future. Redundancies had already reduced the staff of seven to three part-time trainees.

He added: "One of the ironies of the whole situation is that the consortium was set up in response to a DES circular urging colleges to make use of video. It was at that time in the late 1960s and early 1970s when every college was building its own television studio."

"But the teacher training colleges came to realize that what they wanted was not a television studio but a specialist outside broadcast facility."

Evgeni strikes a blow for freedom

SOVIET UNION

Jennifer Louis on how public sympathy swung behind a teacher fined heavily by a court for slapping an insolent pupil

Evgeni Ushakov, a young teacher of physical education at School No 64 in the Siberian city of Omsk, took exception to being sworn at by 15-year-old Andrei Kropachov. Mr Ushakov lost his temper.

As he told the court: "When it was time for the lesson to begin, I found that many pupils were absent. I gave them bad marks in the book for missing the lesson, but the pupils who were present didn't like this. They began to grumble, and Andrei Kropachov came up and told me aggressively that I should have to answer for those bad marks."

"He threatened me with violence from himself and his friends in the evening out of school, and finished by swearing at me. I was so taken aback that I hardly knew what I was doing, but Andrei, who realized that he had shocked me, only swore some more - and I lost my temper and slapped him."

The school staff gave a statement in support of their colleague. He had been working at the school for only a year, but he was a serious, conscientious teacher who had earned their esteem.

Andrei Kropachov is a member of the Young Communist League. His poor marks belie his average intelligence. His conduct is bad, he plays truant, and he has been known to steal at school. The Young Communists have taken him to task, but he is quite indifferent to authority.

When asked in court: "Comrade Ushakov, do you think that as a teacher you had the right to slap a pupil?", the teacher replied: "I know that I am guilty. I should have kept my temper."

Andre's father is a department head in a scientific research institute. He told the court that he knew about the stealing and the bad behaviour, but a slap in the face was not the way to improve things. He and his wife were still waiting for an apology from Mr Ushakov.

Article 171 of the criminal code of the Russian Federation says that anyone who exceeds the limits of his power, especially during his work, should be given a prison term of up to 10 years. Mr Ushakov was not sent to prison, but was fined, the money to be deducted from his salary each month.

After the case was reported in the national press, about 5,000 letters came pouring in. They were written by factory workers, teachers, actors - people in all kinds of professions, and almost all were taking Mr Ushakov's side. The teachers gave more than their sympathy. Over and over again, writing from Moscow, from Novosibirsk, from Sverdlovsk, they declared that they would have behaved exactly as he had.

Younger teachers were especially



Mixed and matched: multiracial classes, a relative rarity, will be the norm in New Era schools.

Many private schools in South Africa have become multiracial, but the New Era Trust (NEST) schools will be the first to be non-racial from the outset.

Situated near Durban in the coastal town of Tongaat, the first NEST school will initially cater for high school pupils. It will have an enrolment which fairly and equally represents each population group.

NEST, which has received more than R8-million from the Anglo-American and De Beers Chairmen's Fund Education Trust, also plans to develop schools in three other areas.

The recent announcement of NEST's Tongaat school has come after years of negotiation with the government which has strongly confirmed its intention to keep state schools racially segregated.

The director of the trust, and one of the key people to have endured the endless trips down the corridors of government to get the schools passed, is Mr Deane Yates.

Mr Yates is the former headmaster of Johannesburg's elite St John's College and is now a member of the South African Education Commission.

"I knew that if a non-racial school was successful in Botswana we could launch the same project in South Africa. Mr A. Pula was really a means to an end," said Mr Yates.

It was essential, said Mr Yates, that a non-racial school system was developed in South Africa.

"We hope that the schools will be a

Apartheid's cuckoos in the NEST

Susan Pleming looks at private schools which are non-racial from their opening day

ensures that each population group is fairly represented so that no child will feel that he is in the minority.

The NEST schools will be established in racially "grey areas". In South Africa the Group Areas Act marks which areas are available for the four racial groups.

"It would have been pointless to build a non-racial school in an area which was already labelled white, black, coloured or Indian. We had to find locations which were racially grey."

The NEST schools will be deliberately unpretentious and Mr Yates stressed that a child from a disadvantaged background would feel "as much at home" as a child from a privileged background.

Strong emphasis will be placed on self-help and community services.

Self-help means that the pupils and teachers will have to help with the running of the school. "In Botswana we found that some of the most meaningful interaction between the pupils and teachers took place over the kitchen sink," said Mr Yates.

Involvement in community services was very important as it helped the pupils to understand "how the other half of the world lives".

"If these pupils are going to be leaders they must understand how other people live and must not distance themselves from their communities," he said.

An important rule of the trust will be that one in every four pupils will be a black or coloured child.

The policy of the NEST schools

Private schools for whites get state subsidy

SOUTH AFRICA

Private schools for whites in South Africa have been offered state subsidies from this week. But a government requirement that schools reveal their pupils' ethnic origins before receiving financial help seems likely to deter multiracial establishments from applying.

Mr Piet Claes, minister of education and culture (white education) in the House of Assembly, said that two forms of subsidy would be offered - amounting to 15 and 45 per cent of the annual cost of educating a white child.

Only registered schools would be eligible for subsidy and these would have to comply with new regulations.

The regulations cover numbers of pupils, facilities, curricula, the school programme and calendar and the management and composition of the pupil community.

The pupil composition regulation has sparked concern among many principals and the Private Schools' Association.

If the subsidy system depends on schools being all white, it is highly unlikely that multiracial schools will apply for financial help.

Mr Douglas Gibson, the Transvaal head of the opposition Progressive Federal Party, has strongly criticized the government for insisting that schools reveal their pupils' compositions.

"We are told by the state president, Mr P. W. Botha, that apartheid is outmoded. It is not. The new subsidization policy includes apartheid."

He challenged Mr Claes to explain what the regulations entailed.

The minister said he could not comment on the regulation concerning pupil composition, adding that a racial quota had not yet been set.

The new private school subsidy system applies only to white schools at the moment. The deal for other racial groups will be announced later.

Susan Pleming

Walsley Hall Oxford

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ALTERNATIVES TO TEACHING

CAMBRIDGE, 28th APRIL 1986

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Bigger role demand by employers

by Mark Jackson

Industrialists are demanding a say in the selection of students for higher education.

The powerful Engineering Employers Federation believes they should help to determine the criteria by which students are chosen. And it argues that employers should be consulted over the distribution of university and polytechnic resources.

In its comments on the higher education Green Paper, the Federation strongly backs the Government's policy of switching resources to science and technology, although it is highly

critical of the plan to reduce overall provision in higher education.

It says that not only is it vital that the City and the Civil Service should recruit more of their decision-makers from the technical disciplines, but that science and technology courses are broadened so that their graduates can offer some of the skills developed in the arts faculties.

The federation accepts, however, that as long as so many able school-leavers opt for arts courses, employers will recruit them when the discipline is not crucial. As a counter move, the federation wants all children taught

mathematics and science "in a way relevant to today's society and enjoyable" throughout the mandatory years.

It doubts whether the necessary quantity and quality of teaching can be secured without raising the salaries of teachers in short supply.

Better foundations, it says, need to be laid in A-level syllabuses as well as those for the under-16s, with the help of employer representatives on the committees responsible. "Less diversity in A-level syllabuses would enable EEF to build on a common base", the federation observes.

Preceptors named

Mrs Nicky Harrison, leader of the local education authorities and chairman of the Association of Metropolitan Authorities education committee, has been named as one of eight charter fellows for 1986 by the College of Preceptors.

Mr David Hart, general secretary of the National Association of Head Teachers, is another to be honoured for his contribution to education.

Vicarious Torrance, the college president and former Speaker of the House of Commons, will award the fellowships at London University's Institute of Education.

The six other fellows are: Lord Hunter of Newington, former vice-chancellor of Birmingham University; Mr John Mann, Harrow's director of education; Professor George Overend, master of Birkbeck College, London; Barbara Platt, the chairman of the Equal Opportunities Commission; Mr Pat Harrell, vice-chancellor for academic affairs at the University of the Philippines; and Mr Peter Scooper, education adviser for the Overseas Development Administration.

CEOs put in claim to restore pay

by Mike Durham

Chief education officers have lodged a seven-point pay claim including a demand for a 30 per cent restoration of comparability with the private sector and bigger cars.

Mr David Smith, the chief officers' spokesman, said: "To retain and recruit calibre officers for local government, we need to make significant steps towards comparability with the private sector, and believe this claim sets us on the right road."

The seven points are: a "significant start" towards restoring 30 per cent lost in comparability since 1980; an increase for inflation; senior officers' minimum to be in line with chief executives' 1985 pay award; separate salary structures for one and two-tier systems; performance-related pay; payment for working unsocial hours; and work-related allowances including higher capacity cars and carry-forward leave.

The claim has been lodged by FUMPO, the Federated Union of Managerial and Professional Officers, which represents all local authority chief officers, including education officers.

Fewer go to teach

Fewer Cambridge graduates want to go into teaching.

The annual report of the university's Careers Service Syndicate points out that in 1985 fewer students intended to take the Postgraduate Certificate in Education, and more students on teacher training courses were seeking careers outside the profession.

"Perhaps more significantly, during the year 50 existing teachers returned to seek advice and information to help them leave the profession," the report says.

It points out that the Cambridge experience is part of a national trend. In December 1985 the Graduate Teacher Training Registry reported a 28 per cent decrease in applications for secondary PGCE places in 1986.

More Cambridge graduates went into industry and accountancy in 1985, but the number entering the public service fell by 53 out of 2,688 new graduates - was the lowest for 10 years.

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Jobless find new careers through the post

WEST GERMANY

Paul Bendelow reports on the success of a correspondence course for out-of-work teachers

A new method of retraining some of West Germany's 70,000 unemployed teachers is being hailed as an unqualified success.

In the first phase of the pilot project, 500 applicants took 12-month correspondence courses in areas such as business management, personnel, marketing, software and tourism. Not only did they complete their studies, but almost all of them are said to have found subsequent employment in their new fields of expertise, at starting salaries averaging £1,000 a month.

Starting salaries in second careers are an important yardstick by which many other teacher retraining schemes have failed, since graduates have often been reluctant to give up the prospect—however remote—of a teaching job for salaries that do not match their qualifications.

The secret of the project's success lies in the fact that the organization offering the courses, the Commercial College for Teachers, is supported by leading figures in industry and commerce. In addition, the courses benefit from being planned in close co-operation with employment authorities and chambers of industry and commerce,

ensuring that the qualifications are tailored to labour market needs.

The courses also include specific job application training, a further advantage in the tough competition for graduate jobs.

As the participants study mainly at home—they also spend a few weeks in seminars—they can do temporary jobs during the course. Tuition fees of about DM 2,500 (£700), payable in 12 monthly instalments, are normally refunded by the Federal Employment Office, one of the agencies supporting the scheme. Further backing is provided by the Federal Government and three regional education ministries.

The initial success has prompted the Federal Employment Office to open up four of the courses to all unemployed graduates. Frau Barbara Schumacher, one of the college's administrators, reported "a deluge of inquiries" for an ecology course, despite the fact that the project has not been extensively advertised.

Despite Frau Schumacher's claim that the college could "theoretically cope with any number of applicants" there is clearly a limit to the job vacancies in alternative professions for retrained teachers. Most unemployed teachers will therefore continue to press for more teaching jobs to be created. A recent demonstration in Bonn, where 1,000 unemployed teachers symbolically occupied a comprehensive school for a day, suggests their efforts will not be limited to verbal protest.

Perks package proposed

UNITED STATES

Bill Norris examines a new tactic in the recruitment war

The Schools of Prince George's County, Maryland, have come up with the new tactic of an incentives package in the fierce battle for able teachers.

The package, which includes a month's free rent, is believed to be the first of its kind in the United States. At the start of the next school year this autumn, the county will offer new teaching recruits a month's free rent at their choice of 12 new apartment complexes, cheap car loans, a credit card free of annual fees and a 20 per cent discount at local restaurants. The recruits will also get starting salaries boosted from the present \$15,738—among the lowest in the Washington area—to \$19,000.

The package has been put together by a group of local business executives, who are also offering to boost new teachers' incomes by hiring them for

work during the summer holidays.

The executives, who form the county's advisory council for business and industry, have already spent \$200,000 on a series of television advertisements to boost the county schools. "If all of this works," said Winfield Kelly, the council's president, "some of the brightest and most gifted teachers in the north east will be coming here. The school system is the heart of the community. If it is strong and healthy, then everyone else in the community will benefit."

Six businessmen will join school system recruiters at conferences at Prince George's County and Maryland to meet graduating teachers—and compete with 130 other school systems bent on the same errand.

Prince George's County employs more than 5,000 teachers and expects to need 400 more next year.

Maryland as a whole is forecast to need an extra 9,000 teachers over the next two years—three times the number graduating from the state's colleges and universities. Nationwide, the National Centre for Education Statistics predicts a shortfall of 232,000 by 1992.

"It's a sellers' market," said a spokesman for the Prince George's school system. "When all of us are competing on an equal salary level, any additional help by the business community certainly helps us catch the attention of prospective teachers."

The scheme has won support, though not much enthusiasm, from the National Education Association. "Any time business and industry want to help schools and attract young people to teaching, that's fine," said Howard Carroll, the association's spokesman. "To a young person looking for a job, this would be appealing."

"We are not going to knock anything that is going to help," he added, "but this is not a panacea for all the problems."

Teachers already working in Prince George's County will not be eligible for the new fringe benefits, though they are currently negotiating a substantial salary increase. Some are disgruntled at being left out, and their feelings were only slightly mollified this week by a statement from the school system that their time may come.



Armed guards at Heathrow... such scenes have not often been witnessed by visitors.

I also want to teach in a first division school

Sir—I am sure that we all wish Ralph Wade success in his planned private school in Hampstead, (TES, March 14) and applaud his intention that it should be "the finest, most brilliant little school..."

These are the very intentions that I have for my own school, and I am sure, so do most headteachers and staff for their respective schools. The obvious difference is that I believe that every parent has the right to expect that the school their child will attend should have these aims, not only those parents who can afford £2,100 a year.

I hope I am not the only reader of this article who wondered how many of those happy smiling children will be

able to move into the private sector along with their teacher? The criticism of the state sector which Mr Wade cites as his reasons for his decision are far more crucial to those children than they are to Mr Wade.

I wish Mr Wade luck. I hope that he wishes luck to those of us who are concerned that the education of those children whose parents cannot afford the £40 per week should not be relegated to the second division.

IAN R BENNETT
81 Durlough Road
Bridgwater
Somerset

PTA partners

Sir—I write in reply to Michael J Smith's Talkback contribution "Take the T from PTA". I assume that the National Council of Parent Teachers Associations means the National Council of Parent Teachers Associations if so, then may I assure Mr Smith that the voicing of the concern of members "verging on ill-concealed anger" was not directed at teachers but at an intransigent Government which until just recently, when warned of the population's view on their efforts, has seized on education as a possible leader in their list of electrifying gimmicks.

It has long been NCPTA policy, in fact it is the basis of this organization, that Home-School Associations—a much better title—should develop that partnership between parents and teachers, for the benefit of the child. I do not take such a pessimistic view as Mr Smith. I believe that because we, parents and teachers, are concerned with children, our relationship in this respect will always be the best we can achieve.

As far as the other aspects of the parent-teacher relationship are concerned, it's not just a "tacit" assumption that our aims are the same. They are the same—to obtain the best education for all children. An association whatever it is called has had no

reason to suspend its activities during this dispute. The majority of associations have more parents involved than teachers, so their absence should not have had any very serious effect. The whole country does not seize up because sections of the work-force take industrial action. I accept that here the effects have been felt mainly by the children but it has been in an attempt to show the public at large, that there is a serious problem.

The long-standing undervaluing of the state education service in terms of resources, which includes teachers pay, has reached crisis proportions. Perhaps if there are lessons to be learnt, they are that teachers must talk to parents and explain their problems and more parents must see the need to understand and support their children, their school, their teachers.

I do not accept the suggestion that separately parents and teachers can effectively achieve the same objectives nor do I believe the current ills which affect us, extremely important though they are, are as important as the threat now hanging over our heads of the recently resuscitated voucher idea. A typical tactic of this Government, to divide and rule and wait around to pick up the debris.

PATRICIA A CLARK
5 Doncaster Drive
Upton
Wirral

Dual approach

Sir—"Re" Patchy is a three-tier word" (TES, March 21) no one would dispute Brian Tyler's plea for improved funding of our comprehensive schools.

This does not excuse his use of a review of a *Panorama* film on education as a vehicle for his prejudice against the private sector.

Mr Tyler sneers irrationally at gowns, Latin and school caps (why single out the cap? Perhaps because the wearing of one implies the possibility of raising it?). He ridicules the headmaster's example of teaching his pupils to be dependable, responsible citizens, not understanding that learning to be faithful in small things is

preparation for being faithful in great; and he insults the headmaster ("canting") and the parents ("suckers"). True, he admits to surprise at the quality of the end-product, the "kids" (sic).

As a sample of emotive prose, this article could hardly be bettered. I do not really recognize the establishment in which I teach in the phrase "educational galaxy".

Many countries have a dual system of education and the objective of educationalists should be not the abolition of one sector, but the improvement of both.

V VAUGHAN
Buckham School
Isle of Man

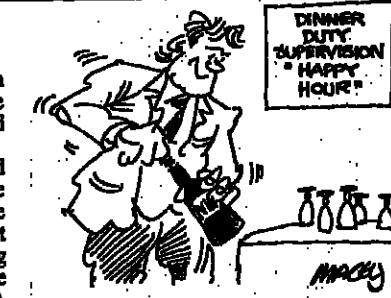
Happy eaters

Sir—When I was a teacher at a comprehensive school near Bristol we enjoyed the presence of a deputy head of statesman calibre.

He asked us whether we wanted quiet or difficult classes during the afternoon session. We knew the answer to this. He then asked what day and what part of day, including part of the lunch hour, would cause least inconvenience for supervision. A glance at one's timetable answered that one.

Most of the staff actually looked cheerful as they supervised the grounds and/or dining hall on their anti-scooter-and-bullying patrols.

It took one's opinion on school dinners/dinner hour supervision as Rupert Morris 21) I would reply that school dinners prevent accidents. What does one do—use up part of a



dinner hour in the cafeteria/school sandwich room or chase them out into the streets, meanwhile composing a "good" explanation to potential victims, parents and others and also awarding oneself a needlessly excited afternoon?

PHILIP ROWLAND
17 Whitefield Road
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PR1 3JL

RE syllabus

Sir—Mr Gower's response (Talkback, TES, February 21) to Dr Kay's review of the ILEA Agreed Syllabus (TES, December 15) makes two serious charges: it conveyed false information and "totally unwarranted assumptions". However, a perusal of the syllabus and some acquaintance with London schools suggest that Dr Kay's review was fair and that Mr Gower has not substantiated his charges.

Dr Kay's point about the syllabus being a compromise document is not a comment on how it was compiled but that it is the only rational way to account for so many religions being required of every pupil. That is evidently a political, not educational, decision.

On the requirements for primary schools, Mr Gower meets the accusation that there is too much "jam-packed" into the syllabus by arguing that more is required than Dr Kay suggested. On secondary schools, the "something about" the six world religions which is required knowledge is spelled out on page 15 of the syllabus: "Writings, lives of key figures, institutions, legends, language and symbolism, ceremonial, rites of passage, festivals: so that pupils come to an understanding of religions and their effect on society and the lives of adherents".

The fact that no teacher, primary or secondary, has complained of confusion to the staff inspector is not surprising and the fact that the inspectorate has certain expectations about the length of time allocated to RE per week does not mean that many schools fulfill those expectations. There are still too many schools who allocate one 35-40 minute period per week in ILEA, as elsewhere, and in some schools RE is given even less time because of integrated studies and other timetable manipulations.

The Rev J S KING
The Vicarage
Old Road East
Gravesend, Kent

Moral guardians

Sir—A letter, in the form of a three-line whip, from one of the county's advisers drew me to the day on "Child Abuse and Safety Education". Along with about 80 other heads, I duly attended and responsibly discussed the problems of sexual abuse to children and my own school's response to this.

It was later suggested that it was the school's responsibility to set up informing situations for parents. The Rolf Harris video, *Kids can say no*, was shown and suggested as being suitable as a base for educating parents on the difficult areas of sexual abuse (80 per cent of which occurs between children and closely-known adults).

It was at this point that the alarm bells began to ring. I don't wish to be held responsible for re-educating parents into acceptable social mores—enough is enough.

I am no more qualified to chart my way round the dangerous waters of sexual abuse than any other responsible adult. The fact that children come to a building called school five days a week is not a reason for turning it into a clearing house for all society's needs.

Schools are already expected to find time to look after children's general health—testing of eyes, hearing, checking for nits, dental inspections and so on. We test and supervise children at lunchtime, administer first aid, attend court on matters of family custody, become embroiled (perhaps trapped) in the social worker role.

To add insult to injury, we also raise funds to provide the very equipment needed to run our schools. The list goes on and on. The "let's use a maritime analogy, is at a dangerous angle, and the ship is likely to go down if anything more is added to its creaking framework." Kids can say no, but it seems schools cannot.

It's time that schools had an acceptable and defined Pilsoll line of responsibility.

S W HANNATH
Headteacher
Mountford Manor Junior School
Bothwell Road
Swindon
Wiltshire



Reading schemes

Sir—Members of this committee were deeply disappointed at the prominence given to Betty Root's article promoting reading schemes (TES, Extra, March 21), particularly as Myra Barr's interesting article on the difference between children's literature and "stuff children really like to read", which was at least as relevant, was much less prominently displayed.

Like Betty Root, we are seeking ways to increase the confidence of the classroom teacher, but it does seem that the arguments of those opposed to the teaching of reading through reading schemes have been distorted. Betty Root refers to the fact that it is easy to "write lucidly about the values of using only 'good literature' in the early stages of reading". The term normally used, and indeed used by Geoff Fox in the same Extra, is "real books", a somewhat different concept.

Betty Root suggests that there is no research evidence to support the idea that children will learn to read who are "read to frequently and surrounded by beautiful books". In fact there is

evidence from Gordon Wells and the late Jack Tizard's work in Barking, to name only two, which demonstrates the importance of reading to children as part of the teaching of reading. Further, it does seem strange to argue that it is better to use scheme books to continue the process rather than either beautiful books or the "stuff kids really want to read", or both.

The schemes reviewed did not seem to be very different from previous ones and the pictorial samples you give do nothing to dispel our anxieties. This association is committed to the promotion of children's reading through a wide range of material including real books. We are opposed to the expenditure of large sums of money for packages which by their very nature can only offer children a limited experience.

LINNEA TIMSON
Chair
National Association of Language in Education Centres
Cornwall Education Centre
(College of St Mark & St John)
Pool
Redruth

No party bias

Sir—I refer to your report of the Fulham by-election meeting when you stated "ALPAG drew its support from Labour-leaning parents..." I am an ALPAG co-ordinator, but I am not a supporter or a member of any political party.

For me, and many others, ALPAG's attraction is its willingness to get involved and its obvious appeal to parents across the political spectrum. I do not see how you can equate a deep concern over state education with an indication of political leanings.

May I remind you that one of the most damning statements about the state of education was made by I M Inspectors in *Education Observed 2*. I quote: "The need to improve conditions in poorly maintained buildings so as to avoid the demoralizing effects which these conditions have on teachers and pupils alike".

Surely you would not accuse HM Inspectors of leftist leanings.

PAUL GRAHAM
Harrow Co-ordinator ALPAG
34 Shooters Avenue
Kenton
Harrow

Premier holds key to micro age

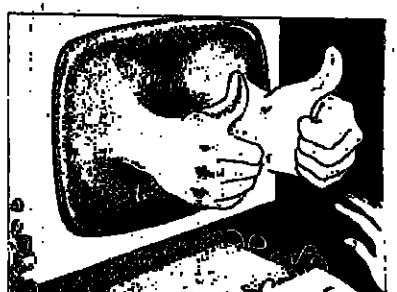
Prime Minister Rajiv Gandhi's enthusiasm for computers is set to spread among a small minority of India's 27 million secondary schoolchildren.

Thanks to the pilot Computer Literacy and Studies in Schools (CLASS) project, which is based on the British Microelectronics Education Programme, 750 of India's 675,000 schools now Acorn BBC microcomputers. When 1,000 schools are added this year, 100,000 lucky 16 and 17-year-olds will get a glimpse of the computer age.

This has sparked a controversy, which is part of a wider debate about the future shape of education policy. CLASS's critics argue that many schools lack such basic facilities as sanitation and blackboards so the diversion of resources to computer education benefits only a privileged few. While 63 per cent of India's population is still illiterate, only 53 per cent of boys and 38 per cent of girls enrol for secondary education.

These anxieties are summed up by graffiti in central Bombay: "Rajiv's new education policy: computers for the elite, unemployment for the poor."

CLASS's sponsors reply that it offers a chance to transform educational methods. Professor A K Jaiswal, joint director of the National Council of Educational Research and



Training (NCERT), says: "We realize that we need a technological input to implement more effective methods. Curriculum development is facilitated by the use of computers. They help us to move away from traditional methods—with lots of lecturing from the top down—to a more open curriculum with an emphasis on learning."

Mr David Theobald, first secretary (education and science) at the British Council in New Delhi, is coordinating the British contribution to CLASS. He underlines the observation made in many British computer classes: that children are much smarter than their teachers when it comes to handling technology, and observes that many Indian pupils "leave their teachers behind". He explains: "This could be revolutionary—instead of teacher-

centred teaching, you get student-centred learning."

CLASS's advocates point out that its costs are relatively modest, and that so far the project has been funded from outside the main education budget. The Indian Department of Electronics allocated \$2.4 million and the British Council spent £1.3 million on the initial pilot. After a satisfactory evaluation last autumn, the British Council has allocated another £1.1 million over the next three years.

Even so, CLASS has cost much more to implement in India than comparable schemes in England, due to high equipment cost, heavy government excise duties and low volumes. Each school's computer hardware—two microcomputers with disk drives and monitors, plus a shared printer—cost almost £3,000, which is well over three times the price in Ball or even Professor Jaiswal's comments that "a condition of continuing the project is

that we halve that price". The children have responded enthusiastically to the new technology. This took educationists by surprise. CLASS is not yet integrated into the curriculum, and computer lessons have to find the place on the timetable.

Some schools arranged lessons before and after school, some used music, library and general education lessons, some used lunchbreaks. The schools participating in CLASS are located throughout India, and although all are within 50 km of one of 50 "resource centres", many are fairly remote, so pupils have to travel long distances home.

Both the British Council and NCERT are concerned that further development of CLASS must involve far more local contributions. At first, CLASS used software packages imported from Britain covering scientific experiments, mathematics and elementary word processing. Now the resource centres are actively writing Indian software packages.

One enterprising school in the Southern Indian state of Kerala managed to write computer instructions in the local vernacular, Malayalam. Mr Theobald is convinced that eventually not just instructions, but the whole program must be written in local languages.

Terrorism threat ends trip

The fear of random terrorism in Europe is forcing many American school groups to cancel their plans for foreign travel this year. Even before the action against Libya, which is bound to exacerbate the situation, school boards had become alarmed by threats that the attacks in Rome and Vienna last December were only the beginning of a terrorist war against American citizens.

A high school from Edison, New Jersey, has withdrawn its debating team from a trip to The Hague where members were to have taken part with 100 schools from many countries in a model United Nations.

In East Providence, Rhode Island, the school committee withdrew endorsement of spring trips to Spain, France and Switzerland, refusing to accept any responsibility for students who decided to travel anyway.

"My feeling is that our youngsters and their teachers travelling abroad would have 'American' written all over them," said Dorothy Gersman, a member of the committee. "That's just what the terrorists are looking for."

Five school systems in Connecticut have cancelled student trips to Greece, France and Spain, and the Italian club at Hensinger High School, Syracuse, New York, has scrapped its plan for a 10 day visit to Italy.

In Memphis, Tennessee, the board of education is considering withdrawing all school-sponsored international travel, after learning that 23 students from the city arrived at Rome airport only three hours after the terrorist rampage.

Thomas Shannon, executive director of the National Schools Boards Association, said this week that though there was no concerted effort to boycott European travel because of terrorist attacks, many local school boards were cancelling trips for this reason.

Extra colleges will ease shortages

KENYA

The Kenyan government is to establish seven teacher training colleges in the next few years. Professor M Wadhwa, the director of education, said the new institutes would ease the country's shortage of trained primary staff.

The new colleges will have an estimated intake of 17,000 trainees by 1990. Three will be built in Rift Valley province, while Nyanza, Central,

Coast and North Eastern will have one college each.

The demand for more primary teachers became urgent last year with the introduction of a new education system. Students are expected to take eight years at primary level, four in high school and four more at university.

With more than two million children in primary schools, the existing 16 colleges have been unable to cope with an increasing demand for trained teachers. Nearly 30 per cent of primary

teachers are untrained and cannot fit the revised system.

The ministry of education, science and technology have introduced short in-service courses in various primary training institutes, which are expected to train 3,500 teachers within three years.

To meet the demand for lecturers at the new colleges, Kenyatta University is to start a new BEd (primary education) programme which will start in the new academic year this September.

Wachira Kiatho

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Pressures ride along with GCSE panacea

Slr - John Bald's Second Opinion ("Experience better than postponement," *TES*, February 21) is typical of the unthinking optimism with which so many people, especially those outside schools, view the introduction of GCSE.

Let me make it clear that I support many of the aims which it is claimed GCSE will achieve. The introduction of the new examinations system, however, will not of itself be the universal educational panacea it is often made out to be and will bring with it many problems which have too often been overlooked or minimized.

For instance, John Bald looks forward to the ending of the invidious choice between O level and CSE entry, but in its place in many syllabuses we shall have to decide between three limited grade papers with no opportunity for double entry. I foresee some interesting battles with parents over

that decision. Far more worrying are the pressures which will put on staff time.

Increased teacher assessment will place heavy demands on the staff in and out of school for trial marking and moderation meetings.

We are already being bombarded with demands for staff to be released for INSET for a whole range of courses (TRIST etc). Even if cover is provided that still means a member of staff is absent from his/her normal class.

We have just received the first Secondary Examinations Council approved syllabus in English and a quick calculation indicates that we shall need some 240 staff hours to run the English oral examinations alone (that is two members of staff for a whole month!). Add to that oral in mathematics, languages and possibly other subjects, together with the de-

mands already mentioned and one wonders if teachers will have time left to do any teaching or whether the pupils of this generation will recognize their teachers when they see them.

These and other problems have been glossed over or never even considered - partly because in the indecent haste with which the introduction of the new examination system has been scheduled, no one has had time to stop and think about them. We could well end up with far worse problems than those the GCSE set out to solve. Does Mr Bald really believe it is something worth doing it's worth rushing to do it badly, whatever the costs?

DAVID PYNNE
Director of studies
Vandyke Upper School and
Community College
Leighton Buzzard
Beds

this way, for schools have the right, and indeed the duty, to opt for the syllabuses most appropriate for their pupils' needs.

Thus, in the field of information processing, they can choose the GCSE syllabuses offered by the Southern Examining Group in association with the RSA which will have a full range of grades available.

MARTIN CROSS
Director
RSA Examinations Board
London WC2

Maligned lice

Slr - I think this Centre may fairly claim to contain the leading experts on head louse infection, particularly as we were founded in order to study the human ectoparasitic insects, especially in relation to human health in Britain and Europe.

In view of the article entitled "Head lice linked with AIDS" (*TES*, March 7), I would like to state that we think it highly unlikely that head lice could be in any way linked with AIDS.

Lice have no importance in the transmission of any other viral condition and are unlikely to change their ancestral habits in respect of this one. They are physically and physiologically very poorly adapted for the transmission of virus diseases. In particular their mouthparts are unsuited to the transmission of disease and, although lice do carry other major diseases, none of them are ever transmitted by means of the bite.

Likewise, the epidemiology of lice is unsuited to the transmission of AIDS since head lice are almost unknown on adult men, which group contains the majority of AIDS sufferers.

Summer savings

Slr - Your news item (*TES*, March 7) about school summer holidays in North Yorkshire unfortunately misinterpreted the committee's decision. The committee decided to continue with the savings, estimated at about £50,000 a year, achieved by schools closing for an additional five days in the holiday season. This has applied in 1985-86 and continues for 1986-87.

Scarborough District Council has asked the education committee to reconsider this policy because of their concern about its effect on the tourist trade. They would have preferred a return to longer summer holidays of about six rather than five weeks. The committee did not agree to this request but has not closed the door to future changes.

F E EVANS
Education Officer
North Yorkshire County Council

NAPE success

Slr - PGCE initial training courses do not succeed in convincing all student teachers of the value of first-hand experience; not all primary-aged children enjoy reading poetry - even that of A. S. Keats; and here in Leicestershire not all our school communities enjoy membership of the National Association for Primary Education.

However, we NAPE committee members do not highlight our failures. We recognize our weaknesses and enjoy our successes.

We know that effective communication is difficult and have adopted various strategies specifically for 1985-86 (our fourth successful year of existence) to try to alert schools and their communities, together with other organizations representing similar interests and aims, to our activities.

It was, I feel, most unfair of you not to allow for NAPE's successes in your article (*TES*, March 7) highlighting recent resignations. The two gentlemen concerned had themselves done an excellent job for NAPE and even that is not acknowledged.

MIKE SCHILLING
Chairman
PAT WELLS
Committee member
NAPE Leicestershire
Wooden Hill primary school
Anstey, Leicestershire

Branch strength

Slr - It was ironic that Sarah Bayliss's article should appear on the weekend that our local branch in Humberside enjoyed its most successful school-based day conference to date.

Three hundred people with varying interests and involvement in primary education attended our conference "Belief into Practice" in which we looked at a large school's (Henderson Avenue Primary, Scunthorpe) work in continuity across the broad curriculum in the light of the philosophy expressed in the i.e.s. curriculum guidelines.

In Humberside we are justly proud of the fact that in the past five years we have become the largest local branch of NAPE with over 200 members.

The strength of NAPE, indeed the spirit of NAPE, is in its local branches! We in Humberside edit our own very successful journal *Bridge* which represents children's, teachers' and parents' views and ideas. We have also produced a video to show to parents the variety of experiences our young children enjoy in the primary school. And we have introduced a local support group approach to parental involvement and organized a very rewarding conference.

Many of our colleagues throughout the country could point to similar initiatives.

NIGEL STEWART
Chairman
Humberside branch of NAPE



The Noble art

Hilary Moriarty meets Wales's new DJ, headteacher Roy Noble.
Photograph by Chris Gregory



If you tune into Radio Wales between 6.30 and 7.30am any week day, or between nine and noon on Saturday, you will hear about the goings on in the Motorway Caff on Dowls Top, the exploits of Ces from Cemetery Road, and inexplicable snippets of overheard conversation. The life and times of the valleys of South Wales, their past as well as their present, will come alive as you listen.

These are the stock-in-trade of one of Radio Wales's newer DJs, Roy Noble. He's a Welshman and a wit, a writer and a raconteur, a radio presenter - and a primary teacher.

With 22 years' experience in the classroom, 12 of them as a head, he has successfully made not so much a career move as a quantum leap into broadcasting.

Roy's passage to the classroom was a usual one for a Welshman: "If you didn't go to university or medical school or training college, you were considered a drop out, weren't you?" He was born in Dyfed, and went from grammar school in the Amman Valley to teacher training college in Cardiff.

After 10 years in a variety of schools, he became head of a small school at the top of the Neath Valley in 1974. By 1979 he was back on the other side of the desk, studying for his BED at the University of Wales. He produced a thesis on how headteachers see certain aspects of their jobs, looking at four areas in particular: administration; the community; outside agencies such as governors, advisers and inspectors; and curricular innovation.

In 1980 he enrolled at the Polytechnic of Wales for an MPhil, intending to enlarge on his BED

research. But he says he needs a deadline, and found it difficult to complete the course.

Instead, when Radio Wales advertised for a presenter, he responded in an unusual way. "I didn't bother sending them an application, a proper letter. Instead, every day for a fortnight, I sent them a blank sheet of paper with my name on it - nothing else. I thought it would intrigue them. See. Then I followed that up with letters full of words culled from the Thesaurus, describing myself, and perhaps with a photo of some smart chap's back, and I'd say, 'This is me, in Acapulco,' or something like that."

It worked. The powers that were in Radio Wales invited him in, and asked him to do some research during his college holidays. Then there was a voice test, in which Roy described the delights of rugby refereeing at the coastal level he was then accustomed to, and he was on the air.

From occasional pieces, Roy Noble went on to a regular spot called "Letter from Aberdare." These whimsical offerings in Roy's distinctive yfellow Welsh voice are still a regular part of the AM with Chris Stuart show. Some have been broadcast on Radio 4, including Roy's musings on the fate of aunties: "Well, they're not so numerous as they used to be, are they? When I grew up, my street was full of aunties!"

The next step was a Saturday afternoon record

programme of his own. "The courtship with the BBC had reached the heavy petting stage," he says.

The invitation to broadcast six days a week coincided with Roy's need to finish his MPhil, and he has taken a year's unpaid sabbatical from his present headship. It's a breathing space his authority, Powys, has been happy to grant him. The broadcasting is financing his research.

Mondays to Fridays Roy is spinning his own discs. He writes all his link material. "I wish I could be glibber," he says. "When things go wrong, I struggle."

The three-hour stint in the hot seat on Saturday morning is even tougher. The programme involves Roy in about 18 hours' work. There is the "Voyage into the Valleys" taking the recorder and seeking out places and people of interest. He must be familiar with records, do background research, and write the links in his own anecdotal style.

In broadcasting, mistakes are noted and not expected to happen too often. "It's a very organized and professional world, and in some ways education could learn from it. It's very disciplined. The timing has to be very precise; the preparation I have to do is more exacting than any I ever had to do in teaching. Of course, in broadcasting, the mistakes are very quickly seen,

whereas in teaching the end-product takes longer to emerge."

He believes that assessment of teachers has to come eventually, and should be "a good thing, if we can only work out who is to do it. In an organization like the BBC, your superior has to produce a report on you every year, and discuss it with you, and I think that's a useful step on the way to self-assessment, developing a critical awareness of your own skills."

Roy Noble is now in demand as an after-dinner speaker, and newspapers seek articles from him on subjects such as "My County." He has become closely associated with his county-by-marriage, Mid-Glamorgan.

This week he is off to the USA on a 29-day trip through nine cities. That too is the product of answering an advertisement, this time for an NAS/UWT scholarship funded by the English Speaking Union. Roy's main object will be to take a comparative look at American primary schools.

He admits that it can be tiring. "My wife and son are very supportive, but the hours are difficult and anti-social, and the work is time-consuming and exacting. You're also vulnerable - things can change very quickly in broadcasting. But what can you do? The chances come along and you have to take them."

Bullock - and the same to you

The famous report has done little for language or life, says Peter Mullen.

Seven professors of engineering wrote to *The Times* to bewail the fact that so many of their students did not understand English well enough to follow their courses. What ever else this reveals, it does at least show that concern about standards in the teaching of English is not limited to old-fashioned grammarians, fuddy-duddies, so-called "elitists", promoters of poetry and art and the like.

No one can doubt that there has been a falling off from earlier excellence. Even graffiti are not what they were: I noticed a gent's lavatory in the park emblazoned with the slogan "F*** off". But "speaking dursent mater" has become an article of faith among many professional supporters of the view that creativity is something that can be achieved without the boring obligation to express oneself accurately.

Pupils' incompetence is the unavoidable result of the prior incompetence of their teachers: this is not the fault of the teachers who, like their pupils, are linguistically disabled by the way they are taught in colleges of education.

The work which everyone looks back to as authoritative on the matter of English teaching is the Bullock report, *A Language for Life*, of 1975: 600 pages of numbered paragraphs, statistics, diagrams, models, norms and analyses make it look more like an engineering manual than a book about English. Perhaps the seven professors

should be pleased? I doubt it, for *A Language for Life* is itself lifeless, an example of exactly what is wrong with how we think and write.

There is no life in Bullock, only mechanism. This appears on every page in phrases the authors are obviously proud of: "effective functioning", "validation of experimental methods", "monitoring instrument" and "suitable coding system". And when they want a change from the jargon of technology, they talk like medical students: "individual diagnosis and treatment", "reading clinic" and "language behaviour".

They say: "Reading schemes which use contrived and unnatural language prevent children from developing the ability to detect sequential probability in linguistic structure." Physician heal thyself! Any one who writes like that, anywhere should be told to go and wash his mouth out.

Perhaps college lecturers read Bullock to their students ironically, as an awful warning of what can happen to a man if he does not take care how he writes? But no - I have seen them treating it with all seriousness, hunched over library tables with creased brow and glazed eyes. Were they counting the number of lines that, according to Bullock, a teacher does not merely teach, but "has a role to play"? Or learning that there are no groups, only "group situations"? Or pondering the meaning of the expression "conscious policy"?

Hand in hand - or I should say bolt in nut - with *A Language for Life* goes much of the work by that educational quango the Schools Council. In *The Development of Writing Abilities* we meet all our old friends from the workshop again, together with "strategies", "roles", "functions" and "models". We hear of "the teacher-learner dialogue across the range of function categories..." But if that is how the teacher talks, what should the pupil reply?

Those professors of engineering contrasted "functional" and "creative" writing, as if in the first one had to obey the ordinary rules while in the second anything goes. In fact there is no great difference between the everyday use of language and so called "creative writing". Eliot and Pound - and indeed Shakespeare - showed that the best writing is simply the language of everyday used superbly; ordinary language but more so - as it were.

Perhaps the writer of genius does break the rules occasionally or even frequently, but to suggest that anyone could become a writer of genius (or even a competent novelist) without a deep knowledge of how language works is nonsense. Imagine what would happen in science and arithmetic if "creativity" were to be regarded as it has been for so long in English: the creative destruction of the chemistry lab by an inappropriate mix of the ingredients; the creative discovery

that $2 + 2 = 5$. We should mend our ways. We must teach children the rules of the language; not to do so is to deprive them, to force incompetence and isolation upon them. There is no need to take out the big stick and insist on hour after hour of grammar - though some formal teaching of those rules is necessary and, I have found, usually enjoyed by the pupils.

The best way to teach the language remains what it always was, and that is to expose children to good examples of it, beginning with nursery rhymes and the stories from the King James Bible and gradually introducing the great masters from every age. It is always claimed that children "cannot understand" these things. Of course they cannot understand until they are taught. What is the use of teaching what is understood already? And we must not expect pupils to understand everything at once. It is not a question of immediate, direct assimilation but of entering a world - the world of English language and literature.

We must expect this to take time and effort and for stages on the way to comprehension to contain quite a lot of incomprehension. As C. H. Slason once said: "We learn by rote before we learn by light."

Peter Mullen is vicar of the parishes of Tockwith and Bilton with Bokerston, York.

Conferences

EDUCATION FOR INDUSTRIAL SOCIETY

NEW EDUCATION BILL

Education for Industrial Society is holding a conference on the new Education Bill on 14 April 1986 in London.

The new Education Bill has been described as the "most significant measure of educational legislation since 1944".

SPEAKERS

Sir Keith Joseph	Secretary of State for Education
Bernard Barker	Headteacher, Stanground School, Peterborough
Julia Cleverdon	Director, Education for Industrial Society
Alan Evans	Education Officer, NUT
Quintin Graham	Chief Education Officer, Suffolk
Alan Hassan	Chairman, NCPTA
Joan Sallis	Chair, Campaign for the Advancement of State Education

For further information please contact Annie Medcalf at Education for Industrial Society, 48 Bryanston Square, London W1H 7LN or telephone 01-262 2401 Ex 208.

Where teachers are learners . . .

Nick Baker reports on a school that tackles pupils' personal growth by careful attention to the development of their tutors.

Some uninformed outsiders have a nickname for Biddick School, in Washington, Tyne and Wear. They call it "Fantasy Island", imagining a place where freedom continually flirts with chaos in an atmosphere of trendy experiment. This is itself a fantasy.

Biddick's greatest advantage is its youth. Founded in 1979 to serve the Washington area—a new town development based on the linking of a handful of mining villages—it admitted just 125 first year pupils. Now it has 850 11-16 year olds and about 53 staff, whose average age appears to be about 29.

The head, John Phillpott, had what many heads would give their eye teeth for—a school without a history, a completely blank page. "The ethos was defined from scratch", says Phillpott. "Of course, it's been refined. It's a bit like saying 'love thy neighbour'—an awful lot has to be worked out in practice."

The practice is that tutor groups, average size about 26, remain with the same tutor throughout their school lives. They have four 35 minute tutorial lessons during the day. Most of the subject teaching is in the same mixed ability tutor groups, with some setting (mostly for maths and modern languages) taking place further up the school.

The divide between the personal and social education that goes on largely in the tutorial lessons and the subject based curriculum is scarcely recognised. "Tutorial work isn't just about being a nice person, it's about attitudes to work as well," says Peggy Hooton, who combines

the role of senior tutor with deputy head.

The aim is to make the whole process "organic"—a popular Biddick term. There are some terms that have fallen into disuse as well: "pastoral", "remedial", "punishment" and "bad" (related to specific classes) are all largely redundant. Nobody much likes the idea of narrow job descriptions, either.

I saw the flexibility in action as Peggy Hooton led a lesson for a first year group. On one level, the session wasn't that remarkable. The class had been invited to discuss and identify who had the most and least power from a list of people that included policeman, MP, magistrate, parent.

The discussion of one group of six was closely watched by the rest, who included the group's tutor. What ensued was a discussion about discussion, with all the 11 year olds talking seriously about the value of asking questions, and the qualities of being a good listener. At the end, Peggy Hooton neatly related the conversation to how the children behaved in their own groups of friends.

Looked at more closely, you could see some of the Biddick philosophy in fine detail. As deputy head, Peggy Hooton was making herself accessible to the youngest in the school (she sees all the first year for tutorial lessons). As senior tutor—roughly equivalent to head of year—she was providing some in-service training for the group's tutor, who would pick up some of the strands of the lesson in subsequent sessions.

As teacher, she was demonstrating the importance of process above subject definition. The subject could be defined as English, drama, or

humanities, but the process of discussion, small group learning and decision making was transferable to any subject on the timetable. Pupils and staff could (and would) apply it elsewhere.

The lack of a rigid system of job descriptions leaves the form tutor with an enormous amount of responsibility. He or she is expected to be the first port of call for parents who want to discuss their children's progress or problems, to write reports for outside agents like educational psychologists, as well as coping with the tutorial work (which is only laid down in the broadest terms and needs interpretation for individual groups) and, of course, the more mundane matters of day to day form business.

It's rare for a teacher new to the school to be given a tutor group right from the start. A good deal of training is needed, and this usually happens on the job, through the practice of "twinning". This means new teachers sharing tutor groups with those more experienced in Biddick ways, and learning directly from them. Some staff actually did in-service work at Biddick at the same time as serving the final weeks in their previous schools.

Biddick tends to have a dramatic effect on teachers. Many said things like "My first years were absolute hell, but once I'd got used to it I thought it was wonderful". For around a quarter of the staff Biddick is the first school they've taught at, and teachers agree that these Biddick graduates, and in fact any teacher who has served a substantial time at the school, has good promotion prospects.

When tutors don't find the tutorial work easy

"We nurse them", says another senior tutor, Margaret Park: "We're as much involved in the tutors' self esteem and development as we are the children's". Occasionally, though not often, relationships between tutors and groups do work, and then separations are discreetly and summarily organised.

Four out of six of Margaret Park's fifth year tutors had seen their groups right through their first year. At a morning tutor's meeting (in school time) the teachers were talking about the various end-of-school celebrations they'd be organising with their groups. They also talked about an impending sense of loss.

They had all taught their own pupils outside tutorial lessons, taken them away on weekend breaks and outings, listened to their problems and shared their triumphs and disasters. Most would have a year's "sabbatical" from tutorial duties before taking on a new first year. Early on in the school the divide between subject based learning and personal development is least perceptible. For example, as well as the five tutorial sessions, first year pupils also get a double period of drama (with their English teacher) where similar skills may be used, sometimes to similar ends.

Is there a cost in all this, in terms of developing more formal skills? English and drama teacher Jane Rawson thinks not, and her opinion is informed by experience of a school with a more traditional approach: "It makes no difference at all", she says: "If anything, the children are more demanding in that they'll always ask for help if they don't understand things, so perhaps the cost

is to the teacher. The children's learning doesn't suffer at all."

The "learning to learn from each other" techniques are the result of using a number of resources. The Blackburn Active Tutorial Work and the Schools Council Humanities Project are among them, as well as more practical books like *The Gamemaster's Handbook*. There are plenty of home grown ideas, and much use of visitors from the local community.

The breadth of the programme and the easy-going way in which it's taught makes the sex education element less daunting than it might be elsewhere. Some of the "basics" are covered in science, but the more sensitive, emotional issues are dealt with in third year tutorial lessons. One group of third years who had just dealt with male and female puberty said that they found it "less embarrassing than we thought it would be."

They went on, in a morning session, to look at love, and eventually at "how love can go wrong". In small groups, they were asked to discuss this, and to find examples from the morning newspapers. There was a conspicuous lack of excitement about looking through *The Sun* and *The Star* for appropriate stories. "We know what it's all for," explained a 14-year-old.

It's hard to assess how Biddick's results differ to those of other, more traditionally organized schools. On the basis of two days' observation, though, some things quickly become obvious. Pupils were good at organising themselves, and quick to get down to small group learning, or in the case of maths, where the Kent Scheme is widely used, individual learning.

Perhaps more strikingly, standards of discussion were high, not only in content but in presentation. Pupils made their feelings known plainly and clearly. Teachers never seemed to need to say "speak up" or clear space for a quiet-voiced pupil.

They did not use loud "teacherish" voices, and while relations between them and their pupils were obviously cordial, roles were strictly defined, with "Sir" and "Miss" much in evidence.

The phenomenon of the "charismatic" teacher trading with his or her personality is firmly discouraged.

One useful indicator of success is the way ex-Biddick students are received in sixth forms, colleges, YTS schemes and so on. It is generally agreed that they're forthright, outspoken, occasionally overconfident but usually more mature than their peers who are the product of more traditional schools.

Biddick's current clients, particularly the leaving fifth year, certainly give the school the thumbs up. In retrospect they are able to see how the game and role playing, the discussion and "brainstorming" of ideas in tutorial lessons, have contributed to their development.

The fifth years were less concerned by what they saw as constant self-assessment, typified by asking them to write "five good points and five bad points" about themselves or their performance.

Most agreed that the flexible choice of examination subjects and the friendly atmosphere were more important to them than the heart-searching. Their friends from outside think that Biddick is "more like a youth club or a party".

According to current figures, the guests are not leaving the party empty handed. O level passes per pupil are above the national average, and numbers who leave with no examinations at all well below it. (5 per cent as opposed to a national 13 per cent). Inevitably, the school has suffered during the dispute, but by no means irreparably. John Phillpott describes the school as "a powerful car, waiting at traffic lights".

It was largely his faith in a non-didactic, non content-based style of teaching with a concern for personal development—of teachers as well as pupils—that has led to the school's success. "We achieve what we achieve by trusting teachers. I believe that most schools have a massive ability that is being underused because heads don't trust their staff. This school is a good school because it lets its staff grow."

Social security?

The millions spent on school security patrols should be used more positively, Alastair Buchan argues.



Not so long ago the idea of private security guards prowling round schools would have been unacceptable if not actually unthinkable. Now, thanks to the Manpower Services Commission's bountiful coffers, they are taken for granted, an everyday part of the scenery.

Local education authorities and the MSC came together to create a nationalized version of Securicor more by accident than design. Neither is famed for expertise in law enforcement or crime prevention—but the MSC is very keen on job creation. Any labour intensive scheme is likely to have their blessing, and security patrols are undeniably labour intensive. L.e.a.s like the cheap response to the ever-growing problem of vandalism and crime in schools.

As a job creation scheme the patrols are an undoubted success. Even a modest scheme will take 100 or so people off the dole for a year at a time. But as a crime prevention measure there must be doubts. A patrol dashing from school to school is only doing any good when it is actually at a school. The longer gaps between visits the bigger the holes in the net. The argument that the threat of a surprise visit is a real deterrent has more than a touch of wishful thinking.

Static guards based in one school bring problems of a different kind. Spending your working night marching round an empty school is hardly exciting and if nothing happens for 364 nights then it is a sure bet that on the 365th the guard will be fast asleep.

In either case, what happens if the guards actually catch someone? They are not policemen, and only have the same rights as you and me. If the vandal does not wish to be caught, what can security guards do?

There is a true story about the school caretaker who watched at a gang of hooded yobos smashed his school with sledgehammers. The caretaker called for the police and (wisely) carried on watching. The idea a security guard could do more is laughable, or frightening.

In reality, he could do no more than call for assistance, just like the caretaker or any half decent alarm system which will work 24 hours a day, every day.

When you consider the difficulties that the massed ranks of the police and the British and American armed forces, backed by every surveillance device known to man, have in keeping a handful of women out of Greenham Common, then it is asking a lot of a couple of torch-waving MSC-sponsored guards to keep vandals and thieves out of schools.

MSC guards are not only not policemen, they are not even professional security men. They are selected because they are unemployed, and at the end of a year become unemployed again. Training usually comes a poor third, or even fourth, to getting them out on the job.

In one case training in patrol techniques, law, dealing with the public, first aid and radio procedures is packed into three days before being replaced by on-the-job training which frequently means being pitched in at the deep end and left to get on with it.

In contrast, commercial security firms will vet and reject four out of five applicants and provide a two month basic training (followed up by structured on the job training) before letting novice patrolmen loose.

Uniforms may succeed in camouflaging deficiencies in training, and give the illusion of authority and a feeling of being one of "us" (or should it be "them"?). But if they are associated with people shouting "Don't" there is every chance they can provoke confrontation.

Confrontation has a nasty habit of leading to conflict and conflict has a nastier habit of escalating into violence. He who throws the first stone may be without sin but those who throw the biggest win. There is a certain conflict of ideas (if not ideals) between what the jargon calls "non-confrontational posture" and the more-than-

passing resemblance to police and military uniforms adopted by most of these schemes.

If a non-confrontational approach leads to patrolmen having their heads punched in, should they not be given the means of defending themselves? A truncheon, perhaps, purely for self-protection, and backed up by detailed written instructions on how and when it may be used?

But where will it stop? Suppose a school is having trouble with trespassers disturbing lessons. Wouldn't it be a good idea to have a guard patrolling the grounds to chase the trespassers off? And while they are out there what about keeping an eye on the kids at playtime? Especially if the alternative is wanton damage.

And why not let them patrol the corridors at break? It would give teachers peace of mind and stop the opportunist thief. In fact why not have a guard in a reception booth at the main entrance?

In known black spots where trouble is likely why not maintain an emergency mobile reserve to be rushed to any trouble spot? It could be justified as being more cost effective and less provocative than having an area saturated by patrolmen. As these groups would do little else but deal with trouble it is, of course, good sense to give them special training and perhaps special equipment. It would not be called a special patrol group or SWAT team, but in the end it might be difficult to tell the difference.

The only way that security patrols can develop is into bigger (if not better) patrols. It is a measure of how limited the concept is that there is no common code of practice, no nationally recognized qualifications, no body, independent or otherwise, to deal with complaints against individual patrolmen. No doubt if the growth of MSC sponsored patrols continues unchecked all these will come.

And so we could find that in a series of tiny steps, each so small they give the illusion of standing still we have ended up somewhere we never intended, without having the faintest idea how we got there. We would have what amounts to a private police force in our schools. Once in, it will be difficult to ask them to leave.

What we are trying to stop is the unauthorized use of schools. If we do this by bolts, bars, patrols and alarms we will either have to devote an ever increasing share of limited resources to these defensive measures, or admit defeat.

There is a considerable body of evidence that the extended use of schools cuts down crime. Community schools are popular and would be more so if there was more cash. Why not use MSC funds to bring in more youth and community workers? Base them at every school. Let them control the kids that come to play. Let them make sure they stay within the bounds of authorized behaviour.

Why not play schemes for latchkey children that would otherwise roam the streets? Why not make use of the skills these "guards" already have to run classes for adults? Why not let them help adults who want to run courses of their own? The possibilities are endless. During the day, space created by falling rolls could be used as a creche, a meeting place for the elderly, an avenue to making the school a living part of the community, not a no go area.

Of course, all this would cost money. But security patrols are not cheap. A modest scheme costs between £300,000 and £500,000 a year or about £20,000 a school. If that sort of cash can be made available for a deterrent, then why not something positive?

The introduction of community based schemes would not be trouble free. There would have to be a lot of talking before they could become a reality. But there are already long sessions round the table to introduce security patrols. If we insist on fighting school crime (or any crime for that matter) with big sticks then we investors will put their money into timber. In the end they will be the only winners.

Alastair Buchan is an assistant director of education for Sunderland.

Biddick pupils are outspoken and forthright: here they discuss their personal responses to the local vocational and technical education project (see article below).



. . . and learners teachers

Students' assessments of their own work are a key part of Sunderland TVEI profiles, Heather Welford finds.

At Sunderland's TVEI resource centre, the tutors and teachers from local TVEI schools have been developing a new strategy for pupil profiles. Its key feature is that the students do not only help to assess their own performance—they also evaluate each others' work.

Stephen Munby, the tutor in charge, at the centre, believes that the educational arguments for profiles and records of achievement are overwhelming. He has written a report with Bob Foster from Sunderland's Accredited Training Centre, listing some of the benefits.

Profiling, they say, should give pupils a sense of responsibility, and self-awareness. It should encourage them to be more actively involved in their learning. Teacher-student relationships should improve, and the result should be a much more balanced assessment of individual students.

The planning staff agreed that pupils' self assessment was a vital component of any system of profiling. But they believed that negotiation

with teachers and fellow students was equally important. These elements have formed the basis of the Sunderland programme.

The peer assessment is part of a week-long component in the local education authority's TVEI programme. Fourth-year students from Sunderland schools set up a "factory" where real goods are produced and sold. When I was there pupils from Biddick school were making badges and earrings. They had undergone fairly extensive preparation before coming to the centre. This included job applications, interviews, training in the use of equipment and learning about accounting and bookkeeping methods.

The TVEI staff keep a low profile during factory weeks, though they're available for consultation when needed. For the most part, pupils work together and tackle the very real problems that arise by themselves. There are plenty of opportunities for showing initiative and co-operation, for learning new skills, and for

making major and minor errors.

Four of the five days end with the de-briefing session at the heart of the profiling and assessment strategy. It starts with each pupil making his or her selection from 50-plus sets of colour-coded cards, displayed in packets along the main corridor. Currently there are three categories: "feelings", "skills" and "personal qualities".

Each card has an example of a feeling the pupil may have experienced that day (for example, "bored", "left out", "satisfied", "hassled"), or a skill ("find out information by speaking to other people", "plan the order of activities") or a quality ("work well as part of a team", "help and encourage others if needed"). The policy is to record positive statements only, and the staff have tried to avoid what the published guidelines term "ambiguous, vague and meaningless statements" when choosing the wording.

The students take eight or nine cards back into their working groups, and start to complete a

brief written record of the working day. The record deals with questions about the student's view of his or her progress ("These things have gone well for me today . . .", "These things have gone badly for me today . . ."), as well as the progress or otherwise of the factory, and there is space for judgements about where improvements could be made. The record document is designed to encourage peer group discussion of all the issues involved.

The teacher in the group then starts some discussion on the "feelings" card each student has picked. Why did Student A feel hassled? Who, if what, caused Student B to feel fed up? Negotiation and assessment by the peer group follows when the skills cards and personal qualities cards are discussed.

If the group agrees that Student C "kept calm under pressure" or has "carried out health and safety procedures", Student C enters that particular skill on his or her record, together with the practical example of what was done to demon-

strate it. Agreement is usually reached because one or more of the other members of the group have witnessed the skill in action.

Personal qualities seem less tangible, but the practical nature of the card's wording ties it to the factory experience, and ensures that students who already know each other assess their colleagues purely on qualities shown at work. It can happen that Student D feels he or she has "reacted sensibly and thoughtfully when other people criticize" . . . and that the group disagrees. If persuasion doesn't make them change their minds, then that quality won't be recorded.

According to Stephen Munby that happens rarely. It is far more likely for students to under-estimate their skills and personal qualities. But other members of the group are usually very keen to bolster the student's collection of cards by mentioning extra skills and qualities that have been overlooked ("You remember—you helped me shift that cabinet and those chains . . .").

Staff at the TVEI centre feel that students are accurate and fair-minded with their self-assessment, and that of their peers. The attitude in most groups is "reasonable and supportive". "The lists of skills and qualities accredited to individual students were remarkably similar to the judgment of the tutor. Only in a small number of instances was it necessary for the tutor to follow up the assessment by negotiating privately with an individual student", says the report.

The staff believe that peer group assessment helps to develop personal and social skills, and can provide insights and information that the teacher or student may fail to notice.

Before the factory week, each student is given an "expectations" questionnaire, filled in after discussion with the peer group, which encourages thought about, and gives practice in recording, worries, feelings and aims connected with the forthcoming experience. A "realities" questionnaire is filled in after the week is finished. Stephen Munby suggests that these questionnaires are flexible enough to be used in schools and colleges at the beginning and end of modules and projects.

The methods have been used with great success on residential courses, on work experience and enterprise courses and in the classroom in two comprehensive and two special schools. The team believes that "negotiated assessment" and peer group assessment could replace or supplement other far more teacher-intensive methods, and they claim that one of the advantages of their scheme is the economic use of teacher time.

"What we are saying," Stephen Munby explains, "is that variations on the basic themes can be used in many contexts and in many subject areas—even the less obvious ones—and become part of a school's existing profiling framework."

The TVEI Resource Centre is based at Thorney Close School, Telford Road, Sunderland SR3 4EN.

Lions, mice, and mynah birds

A clutch of picture books arrived just in time for me to take on my story-telling tour of the North. Among them were three retellings of myths from Africa and North America which are grist to the story-teller's mill. New editions of Joanna Truglio's *Tortoise's Dream* and How Rabbit stole the fire in Folk-tales of the World series (Blackie £6.50) exemplify the integration of word and picture which still delight children from about three years and upwards. Pages glow with rich warm colours contrasted against deeper, darker tones which occasionally dominate in dramatic double-page spreads, like the crow in *How Rabbit stole the fire*. The third, *Who will be the star?* (Blackie £6.50) though visually appealing does not, nor does it read as fluently as *Tortoise's Dream* with its emphasis on sound, repetition, accumulation and naming. This is a story which also touches a humorous vein in four to eight-year-olds and proved to be the most popular of the three.

Storytellers will also welcome an unusual version of *The Lion and the Mouse* (British Museum Publications £4.50), recognized as an Aesop fable but here attributed to an Egyptian tale around the 2nd century AD. Lisa Manniche's translation, ideal for telling, is matched by her illustrations in muted colours representative of ancient Egyptian paintings. Egyptologists may enjoy deciphering the hieroglyphics on the end sheets. Readers from about seven years and upwards will also enjoy *Stories to solve: folk tales around the world* retold by George Shannon (Julia MacRae Books £5.25). These "guessing" stories were a wonderful diversion during story-sharing sessions with primary age children. "The most unlikely children" according to some teachers, came up with the right answers to the



what, why, how of the stories which were told. A clever and successful sharing play which makes explicit the process of prediction which we practice when reading or listening to stories.

Gerald Rose's *The Bird Garden* (The Bodley Head £5.50) and Svend Otto S in *The Princess and the sun, moon and stars* (Pelham Books £4.95) portray quite different views of the East. The first presents a carnival of bright colours with a Sultan who looks like Old King Cole and Santa Claus rolled into one. He owns a Mynah bird who gets her own back on the more beautiful birds in the Sultan's garden by teaching them to say uncomplimentary things about the Sultan - with disastrous results. The balloon talk is sure to appeal to new readers as is the visual knock-about humour, especially to some six-year-olds who may find difficulty in articulating sentences like, "You are looking magnificent and even younger than ever on this illustrious day". In the second, Svend Otto S presents a more sombre picture of China in washes of pastel shades, with flashes of bright colour here and there. Joan Tate's translation of this tale of a beautiful princess whose suitors would, in turn, give her the sun, the moon and the stars, is rich in simile and metaphor but leaves important issues in the story unexplained.

Balanced perception and presentation are maintained by Lisa Kopper in *An Elephant came to swim* by Hugh Lewin (Hamish Hamilton £5.95). Author and illustrator (of the *Jafta* series) team up again to give us an interesting introduction to Zimbabwe through a humorous incident in a hotel which is invaded by an elephant. Strong bright colours with a sufficiency of detail for children of five to eight years to interpret their own stories about matters unreported in the text, ensure a firm place for this book with children regardless of colour or culture.

Niki Daly both tells and illustrates *Not so hot Sengol* (Gollancz £4.95), and wisely: alices the rhythms and speech patterns of black South Africans to enrich the telling. Shepherd and his grumpy Gogo venture into the city by bus to shop and return, Oh blissful with a pair of new shoes, "nice red tattered" for Shepherd. Not a winner about shepherd to jar the happy event but inevitably the pictures tell their own story for those who have eyes to see.

Grace Hallworth

Left: Aesop - The Fox and the Stork. Twenty fables illustrated by Svend Otto S. Pelham £4.95

Heroes, Monsters and Other Worlds from Russian Mythology. By Elizabeth Warner. Illustrated by Alexander Koskhin.

Peter Lowe £5.95. 0 85654 048 X. Russian Gypsy Tales. Translated by James Rloridan. Collected by Yefim Drus and Alexei Gessler. Illustrated by Harry Horse. Canongate Publishing £7.95. 0 86241 082 7.

The Peacock King and Other Stories. By Madame D'Aulnoy. Illustrated by Alina Brumwell. 0 85613 791 X. The Kingfisher Book of Myths and Legends. Retold by Anthony Horowitz. Illustrated by various artists. Kingfisher Books £5.95. 0 86272 156 1.

Earth, Air, Fire & Water. By Juliet Heslewood. Illustrated by various artists. Oxford University Press £8.95. 0 19 278107 3.

Elizabeth Warner's *Heroes, Monsters and Other Worlds from Russian Mythology* is a really notable book. It is in part an introduction to Russian folk literature and folk beliefs, and in part a lively, neatly-turned collection of stories retold from inaccessible sources. There are some familiar tales, such as that of the ogre Koschel, the Deathless, but many more are fresh and new. Often these are tales of trickery and deception, as in "The Smith and the Devil" and "Kapsirko".

There is romance, magic, comedy both broad and subtle, and everywhere a fine appreciation of the context of belief in which the tales were told. The mixture is held together by bold, striking illustrations in colour and black-and-white by the award-winning Russian artist Alexander Koskhin. But it is in the quality of words and pictures is so high that the book's design should be positively off-putting. The text is set in narrow unjustified double-columns which are made yet more difficult to read by the frequent failure to indent new paragraphs.

James Rloridan is another Russian scholar who has produced fine children's books from the great harvest of Russian folktales. In *Russian Gypsy Tales* he has translated some 37 stories recently collected from Russian gypsies. He pays an alert attention to the problem of how to shape his sources into idiomatic English without making it bland or false, and the result is a collection full of vivacity and colour. Of course there are infelicities - the phrase "Shank's pony" for instance, is surely too English in its colloquialism to fit happily into context here - but in general Rloridan's versions are supple and spry.

Fairy ringmasters



Fairy stories permeate our lives to a greater or lesser extent than we realize, and the public appetite for European tales in particular, seems undiminished. Grimm, Perrault and Andersen continue to dominate picture books, served up time after time in countless different ways.

King Thrushbeard (North-South Books, £6.50) translated by Rosemary Lanning, is a lively, robust tale from Grimm about the humiliation of an over-proud princess, and the childlike illustrations by Beadette Watts, with their plethora of rabbits and ducks, are totally misplaced. She has also illustrated, and retold *The Elves and the Shoemaker* (North-South Books, £6.95) which, though less mawkish, is still unnecessarily cosy: her twee manikins sewing by candlelight are curiously reminiscent of Diana Stanley's Borrowers. Paul Galdone's interpretation of the same tale (World's Work, £5.95), is in distinct contrast. Although his version of Lucy Crane's Victorian translation is little improved and awkward to read, his broad, free brush technique and cool tones underline the perky spirit of the original, his elves canny and sly.

The Golden Goose (Hodder and Stoughton, £5.95) is another Grimm story of the market-place with comic, magical and cumulative elements that should all be exploited. Linda Jennings's translation suffers from a few hiccupps (surely not rich cake for a peasant's meal?) and the illustrations by Martin Ursell are too individual, the bulky, staring figures larger-than-life, the colour strident, compositions jostling with type for space. Chaiiro Iwasaki, on the other hand, gives us that space, breathing fresh air through *Snow White and the Seven Dwarfs* (Picture Book Studio, £5.95) with her customary grace. The text is both authoritative, and beautifully phrased by Anthea Bell, although she has removed the motif of the coloured loaves, which disturbs the traditional three-part pattern of incident. The illustrations are a delight, particularly the opening spreads, in which the artist's spatial sense, and the absence of colour within bare outlines, set the mood for this sombre tale with its deeply hidden and powerful emotions. Asymmetrical and unconfined images, fragments of shape, and loose watercolours concentrate the eye on what is most essential to the plot, the splash of red on lip or cloth, the twist of head or eye to indicate concern. The dwarfs bridge the gap between the stillness of Snow White and the dark anger of the queen, with sprightly steps from page to page.

Of the eight tales in Perrault's *Histoires ou contes du temps passé* (1697), *Cinderella* is probably the most reproduced. The version retold by Amy Ehrlich and illustrated by Susan Jeffers (Hamish Hamilton, £6.50) is definitely one for the art connoisseur. As with *The Wild Swans* (1982), the paintings dazzle the eye, making it difficult to concentrate on the text. This is pure aesthetic self-indulgence, an array of technical and decorative skills set into broad and powerful compositions that leap out of the page. The impact of the spreads is stunning, whether Cinderella's ride to the ball through the wood, seen through the intertwining branches of blossoming trees, or the arrival of the courtiers with the shoe, storming into the courtyard on coal-black horses. However, despite such dramatic and exquisite detail, the character of Cinderella and her family is not conveyed, facial expressions are weak, and while her ballgown is as beautiful as one could wish, the transformation loses power because she is not shown to be dirty or ragged to start with.

Hans Andersen's *The Little Mermaid* (Picture Book Studio, £4.95), met with immediate success on its first publication in 1837, and remains one of his best-known stories. It is a haunting tale of suffering and grief, but its length makes it impossible to transfer completely to the picture book. Many beautiful passages that serve to contrast with the mermaid's agony. This greatly reduced adaptation by Anthea Bell also removes incidents that heighten the emotional tension, such as the terrifying journey to the Sea Witch through the polyps. It also fails to mention that the mermaid's voice was the most precious thing she had to give to the Witch, here being the sweetest of all: knowing this makes her sacrifice far more poignant. The illustrations, again by Chaiiro Iwasaki, are disappointingly ineffective - suitably dark, but somehow lacking conviction.

Despite the brilliance of *Cinderella* and the charms of *Snow White*, the real jewel in this cluster of fairy tales is *Thumbelina* (Picture Book Studio, £4.95), retold by Sue Wagstaff and illustrated by Viennese artist Lisbeth Zwerger. Ignore the text, with its

numerous editing and translation errors, some of which may be due to the original German publication from which this is obviously taken. The short sentences and unnecessary repetition make it look like a reading exercise, and some lovely Andersen touches are missing, such as Thumbelina rowing across the box of water, and the children chasing butterflies. This is a pity, for the illustrations, among the finest yet achieved by an exceptional artist. Drawn with determination, and carefully painted in glowing autumnal hues, they give a wonderfully sensitive portrayal of the essence of a tale, which in the *Legend of Rosepetal* (Picture Book Studio, £5.95) is deep and dark indeed. It was written by German poet Clemens Brentano, whose collaboration with Achim von Arnim, *Des Knaben Wunderhorn*, inspired Grimms to gather fairy tales from oral sources. It is a story from the heart of German Romanticism, strange, complex, and distressing, and full of folk motifs like the enchanted sleep, seven glass coffins, and the forbidden room. Symbols of femininity abound, such as the monthly festival jumping over the flowering rose, as the princess conceives by eating no petals and pumpkin seeds. The illustrations are enclosed in rectangles with generous borders giving them an appropriately close, moulded feel which is accentuated by rusty shades of purple and brown wash. Price, envy, shock and pain are interpreted with masterly understatement in a delicately loose, stinging line. All the experiences occur in the real tradition to which we still subconsciously turn for comfort and reassurance.

Tessa Rose Chester

Illustrations by Michael Hague for his selection of Aesop's Fables. Methuen £6.95



Wonders of the world

Many collections which claim a particular ethnic or linguistic origin but in fact are virtually interchangeable with each other. *Russian Gypsy Tales* really does have its own flavour - a mapping of fingers at misfortune, and a celebration of being outcast. Not that this book romanticises the gypsy: "Do you know what it means to travel the road alone? Perish the thought. When all are together, look about and you breathe easier, look about and there's a helping hand. But all alone, and poor as well, it's a rotten life. Full one day, belly aching the next."

The *Peacock King and Other Stories* is a collection of fairy tales by Perrault's contemporary Madame d'Aulnoy, the first one I can remember seeing in recent years. Unfortunately the translation comes to us via Czech rather than direct from the French. Oddly, the book does not include the tales for which she is now best remembered, such as "The Yellow Dwarf" and "The Blue Bird". However, it is a fair enough representation of Madame d'Aulnoy's somewhat longwinded courtly narrative style, with its emphasis on colour and decoration. It does contain a version of her "Phoebette Condore", one of the earliest Western literary, and perhaps the earliest

"Charlotte Cinders".

The *Kingfisher Book of Myths and Legends* and *Earth, Air, Fire & Water* are both collections of stories from around the world, the first arranged on no particular principle, the second grouped loosely round the theme of the elements. Anthony Horowitz in *The Kingfisher Book of Myths and Legends* seems most committed to the classical stories. He makes a brave stab at them, but is troubled throughout by the same thing that worried Gerard Manley Hopkins: "The Greek gods are a rakes, and unnatural rakes... they have no manners; they are not gentlemen." Without going so far as Hopkins in claiming that "the Greek gods are a totally unwelcome material; the most frigid; which must chill and kill every living work of art they are brought into", it has to be admitted that in versions for children their adventures are often wooden. Anthony Horowitz writes with an easy grace that takes the reader smoothly from incident to incident, but his delicately insinuating account of Leda and the Swan, for instance, will surely leave his audience baffled. Outside the classical stories, his touch is less sure. In his version of the story of Sir

destroys the point of the final scene, by not having Gawain give the ring to the women most desired - her own wife. His text is decorated with pen-and-ink vignettes by Francis Healey, and varying successful colour plates by a number of artists. These often inappropriately placed in the wrong story.

Juliet Heslewood's *Earth, Air, Fire & Water* offers a similar mix. Drawn from various cultures, the tales are retold, and well illustrated in black-and-white by four different artists. It shares two tales with *The Kingfisher Book of Myths and Legends*: the story of Persephone, and the Iphigeneia of the sea-goddess Sedna. In this last (and Sedna, the chief goddess of the Inuit underworld, marries a bird (in some versions, a dog) and is rescued by her father. On the way home, he comes to a river, and he throws her overboard, chopping off her fingers as she clings to the boat. It is in every respect a harsh, stark narrative of grief, desire and fear. Both Juliet try hard to reflect this, but neither can quite capture the compelling quality of their sources. Perhaps all retellers of folktales for children should take to heart the words of the storyteller Apak to Knud Rasmussen: "You run out of stories entirely if you are determined to tell them out on paper. Learn from your mouth as living words."

Neil Phillips



Brontë's "gun" portrait of himself and his sisters (Anne and Charlotte) at left, Emily at right; one of the illustrations to Phyllis Bentley's *The Brontës*, now reissued by Thames and Hudson as part of their revamped and beautifully produced *Literary Lives* series, at £3.25 each.

Feminism's duty

The New Feminist Criticism: Essays on Women, Literature and Theory. Edited by Elaine Showalter. Virago £11.95. 0 86068 722 8. £5.95. 727 9

Elaine Showalter has collected in this volume some of the best known essays written by American feminist critics during the last 10 years. Her own pieces of 1979 and 1981, "Towards a Feminist Poetics" and "Feminist Criticism in the Wilderness", are excellent examples of the way in which feminist work has systematically attended to its own theoretical practice, development and history. Annette Kolodny's reading of Charlotte Perkins Gilman's "The Yellow Wallpaper" illustrates the kinds of "re-vision" or reclamation of women's texts, through an identification of the particular "inaccessibility" of female meaning to male interpretation, which have characterized a good deal of American feminist criticism. Bonnie Zimmerman's overview of lesbian feminist criticism does two things. It shows how groups of women, working-class or black or lesbian, for instance, have both challenged and enriched those feminisms which have seemed in danger of defining themselves solely in relation to men and to male categories. It also brilliantly locates in the figure of the lesbian woman that spectre of female monstrosity lurking beneath male and popular culture's constructions of the "feminine" and even haunting the feminist critic herself. Ann Rosalind Jones provides a critique of the French writers Kristeva, Cixous and Irigaray from an American point of view and usefully distinguishes the novelist Monique Wittig from them by pitting her materialist feminism against their tendencies to essentialism and their reliance on psychoanalysis.

Only one piece is by a non-American, and that is Rosalind Coward's "Are Women's Novels Feminist Novels?", which may not be Coward at her absolute best, though it stands out in this company for its critical interrogation of categories like "women" and "feminist" and for its emancipation from the concerns of English departments. Virtually all of these critics work in universities and in English (or in one or two significant cases, French) departments. Their preoccupations could be said to support Elaine Showalter's account of the feminist critical project as making "a major contribution to English studies and as part of an interdisciplinary effort to reconstruct the social, political, and cultural experience of women". These critics and their work have been very influential. Their paradigmatic work is broader and more radical, and explains what is now occasionally exasperating about their work. For the pieces do, collectively, suggest a greater concern with the health as well as the persuasibility of English studies in universities than with political change. Indeed, the first half of the book is composed of arguments and readings directed at the presumably broad and contemptuous ranks of those critical "fathers" - Harold Bloom, Frank Kermode, Geoffrey Hartman are examples - who dominate the field in America and have not always reciprocated their pupils' devotion. It is easy enough to understand the frustration of these daughters. It is also possible to feel

Jane Miller

Letters of fire

The History Manual. By J A Cloake, V Cranston and S M Harrison. Framework Press £4.50. 1 85008 040 2. History at the Universities. Sixth edition. By J M Bourne. Historical Association £10 or £5 to members.

The History Manual has a drawing on its cover of Henry VIII reading *The History Manual*, which adds a somewhat eternal dimension to its subtitle, "Study Skills for A level and Beyond". Its contents are very much for the here and now, though, hard practical advice about how to study history productively and pass your examinations at the end. At a hefty 150 A4 pages, it's not a quick read, but it should be a worthwhile one. It's the sort of book to refer to not just when in the throes of an essay panic or revision crisis, but for everyday strategies for reading, note-taking and understanding. The section on essay-writing is excellent, though teachers might in more desperate moments entertain the thought that there are some A level students who not only can't write essays, but can't understand advice about how to write them either - particularly such closely analytical advice as is given here. Still, the points we all put away at are here, including that most repeated and most ignored of instructions which should be etched into every candidate's brain in letters of fire: explain the relevance of your material to the question.

The entertainingly varied presentation of it all, with cartoons, diagrams, flowcharts, checklists and, above all, examples of what to do and what not to



do, should ensure that this manual is used, and not just one more addition to the great unread recommended reading list. The history manual which may be useful next is the Historical Association's survey, now in its sixth edition, of history courses in British universities. For students who know it's history they want to study, this is a must, though it would certainly also be useful to have information about degree courses in history at polytechnics collected like this; getting the grades for a university place is not so easy. There is other useful information here, such as methods of assessment, length of courses, and above all options studied. You can combine history, sometimes or other, with virtually any other humanity or social science you can think of, and within history there are widely varying combinations. In general, the older the university, the more traditional the courses; if you want to study any women's history, you're limited to 9 of the 38 universities; if you happen to want to do a course on Henry Kissinger, you'll just have to go to Leicester.

Jessica Saraga



The daily round

The Renaissance And New World. History of everyday things series. By Giovanni Caselli. Macdonald £6.95. 0 356 05976 6

This is the third in a series of books which tell the story of daily life from the earliest civilizations to modern times, this one concentrating on the Renaissance period, mainly in Western Europe. The concept behind the series is a simple and effective one. This book starts from the premise that it is simply not possible to depict a "typical" Renaissance or 18th-century person; instead, it invites the readers to involve themselves in the lives of the various people it describes by looking at the things that these people bought and used such as clothing, cooking pots, furniture and houses.

Each beautifully illustrated page has pictures of houses and objects ranging from the familiar, such as a Tudor timber framed building in Lavenham or an American long case clock, to more obscure items such as a Dutch 16th century backgammon board or a French Renaissance wooden baby walker; the design and durability of which would put today's Mothercare monuments to shame. Such objects, jewellery and clothes

etc, so often ignored by holders of schoolchildren who rush past the museum glass cases that usually contain and constrain such items, are brought much more to life here by being shown in the context in which they were used in the first place. Nor is the reader overtaken by too much description because these everyday things (literally hundreds of them) are there to be seen on every page. There is also a sufficient and thorough commentary taking in topics such as an Italian merchant of 1400; New England's farmers and traders; A pre-revolutionary aristocrat in France and more.

My only criticism is that all the pages show drawings of buildings and objects and I feel that some photographs of the actual things might add a little authenticity and variety to the book. But this is a lovely and attractive book to browse through, absorbing and easy to read and well worth the cost for any school library or history department.

Larry Hartley

Further history reviews, pages 27-34
Next week: Politics

Prima!

European History 1848-1945. By T A Morris. University Tutorial Press £7.95. 0 7231 0890 1. The Ascendancy of Europe 1815-1914. By M S Anderson. Longman £7.95. 0 582 49386 2.

T A Morris's admirable book is aimed primarily at the A level and higher education student. Its Preface stresses the need for a "sound, comprehensive narrative of events" as the prime requirement for everyone tackling an unfamiliar period; and points out that some academic textbooks, eager to propound a particular thesis, assume a knowledge of basic structures that the student has not yet assembled. That is a valid point; and the smooth, coherent inclusiveness of narrative that informs every chapter here certainly shows the author living up to his own prescription.

For instance, I have not come across, in any other textbook geared to the same student demands, such a full, telling and intelligible account of events in Spain between Primo de Rivera's coup in 1923, and the end of the Civil War in 1939. The record from the birth of the Republic in 1931 to the Nationalist Revolt in 1936 is appalling - tangled and intricate, but Morris clearly plots the country's gradual drift down into increasing ungovernability. One can always nit-pick - for instance, the population figure he gives for Spain in 1938, 11 million, is way out (it was approximately double that) and is immediately contradicted by the parliamentary election voting figures he quotes. Again, the rather crude maps of the course of the Civil War (the maps throughout are not up to the standard of the text they are supposed to illumine) show Franco as having conquered the whole of Catalonia by July 1938, whereas the text reports (accurately) that Barcelona did not fall to the Nationalists until late January 1939. Nor does the last great Republican offensive across the Ebro in July 1938 square with a map that depicts the area of Nationalist dominion as extending widely both north and south of the river at that very date.

However, minute blemishes and discrepancies like these are nothing beside the outstanding competence of the book overall. T A Morris has an enviable ability to subsume a mass of essential details in a narrative without ever letting them weigh it down. Particularly enjoyable is his chapter on "Germany under Bismarck 1870-1890", which compresses into a mere 14 (admittedly double-columned) pages, an extremely well-rounded assessment of the Iron Chancellor's achievements, whether for good or for ill.

Separate "Historiography" sections at the end of major chapters or groups of chapters summarize the views of the leading authorities, both past or present, on a particular nation and period; in some instances, these sections encapsulate, again in remarkably short compass, prolonged and acrimonious historiographical controversies, like those excited by Fritz Fischer's writings on Wilhelm II Germany's war-guilt, and by A J P Taylor's attempted rebuttal, in a notorious book, of the idea of Hitler as a master-planner of world conquest.

Room only for a brief salutation to M S Anderson's book - a handsome republication in paperback of a work first issued 12 years ago; since then, it has won a wide range of friends and admirers. This second edition benefits from much material published in the interim; the main amplification lies in the realm of social and economic affairs, with the addition of a major chapter. M S Anderson is a seasoned exponent of *multum in parvo*, nowhere more so than in the section where he describes how the whole warring of war was transformed between 1854 and 1871, with terrifying 20th-century consequences; and in the ensuing section, "Technology and Mass Armies 1871-1914", where he traces the hundredfold increase in the power and deadliness of the weapons with which the great powers were to assail one another at the end of the Hundred Years Peace.

Martin Page

Radio

Making waves

A lady from the *New Statesman* thought radio should carry more reviews of cultural events such as jazz-flying. Margherita Laski thought the greatest neglected area was criticism of church services and sermons. As the day progressed, a gulf yawned over wider between the beleaguered pragmatists of local radio and the beleaguered idealists of network radio.

Organized by an independent body called the Radio Academy, it was a day conference held to discuss radio's role in the arts as a commissioning (BBC) or sponsoring (ILR) agent, and as reporter and reviewer. Ironically it took place in the Royal Festival Hall in that building's last week under the protection of the GLC—and also in the last week of Ms Laski's term as vice-chairman of the Arts Council. She was, as it were, guest of honour and opened the proceedings by stating her dislike of radio drama ("stereotyped, clichéd voices"), felt novels should not be coloured by being read aloud on radio, and exonerated poetry programmes unless compiled and presented by herself. She also believed that there should be no announcements between the music on Radio 3 and seemed convinced that the arts in Britain are well provided for.

Back on Planet Earth, the conference considered whether radio drama is in the thriving mainstream or dying on a backwater. Drama may have been killed off on commercial radio but Richard Ineson (Script Editor of BBC Radio's drama department) pointed out that his department is "the only truly national theatre". Its 42 directors in London and the regions produce over 500 original plays a year (10,000 scripts are submitted annually) and it regularly wins audiences of half to three quarters of a million. While small compared with those for television drama, they are huge compared with the numbers going to the theatre. Yet, as several speakers wondered, why is radio drama not "news"?

A session on whether radio will be able to continue as a patron of serious music had John Drummond (formerly director of the Edinburgh Festival and now Controller, Music at the BBC) stating that "There hasn't been a very

great deal of creative thinking within Radio 3 in recent years"; promising us "There's absolutely nothing wrong with Richard Baker" and also a livelier form of presentation. This desire for a more enthusiastic tone was echoed by composer and announcer Michael Berkeley but not by Ms Laski.

Eddie Vickers of the Gloucester commercial station, Severn Sound, pointed out that, on a smaller scale, his station was promoting four classical concerts this year as well as recording much local music. Despite this commitment (greater than several larger stations), he was criticized for not doing more.

In the afternoon, discussion turned to what arts programmes are for. Thomas Sutcliffe, editor of *Kaleidoscope*, pointed out that publishers and PR people think they exist to sell books and theatre seats. He thought their main aim was to make people think about the arts and to be intrinsically entertaining—but warned of the damage they can do by suggesting "it is easy to like good art". Sue Jameson of LE spoke of her desire to get pieces into general programmes rather than "just" in a ghetto arts magazine.

The problems of local radio came centre stage in the final session. In cynical mood, Michael Bartlett (formerly programme organizer at Guildford's County Sound) suggested the advertisers had to be pleased at all costs but Andy Gillies (from Peterborough's Hereward Radio) said he'd cover something to do with Shakespeare if, say, it involved John Nettles (Bergerac) "because he's a person to whom our listeners can relate". It was left to Ivan Howlett of BBC Radio Sussex to strike a balance between idealism and pragmatism. When presenting the arts, local radio must aim for excellence. When covering them, it must be supportive: "Honour critics don't last long in local radio."

The Radio Academy is open to those with a professional or educational interest in radio. Details from Radio Academy, The Council House, College Green, Bristol BS1 5TR.

David Self

Television

Dives and Lazarus

these and a few other artefacts will always remain beyond recovery. What Maria Reiche has done is to find personal fulfilment in her search and to prove that "a woman alone could do good scientific work".

On the same evening, Horizon (BBC2) showed a programme on AIDS, "a strange and deadly virus". It explained very clearly why AIDS presents such a huge problem to scientists, so when it did have some fragments of good news as well as bad, you were inclined to believe it. The graphics, memorably sinister, probably bore as much relation to the real appearance of the virus as a medieval stained glass window does to the reality of first century Palestine and the image they left just as educational.

April 3 saw the start of... What

Passing strange

Stoddart, may have wanted to "explore the purpose of art", but musings on that high imponderable were kept mercifully to a minimum; the scenes set in gallery and art school were, however, handled with a sure touch. The real exploration was, at one level of the comic and curious comings of strangers, and at another of a relationship whose retrospective pathos deepened memorably with each successive scene.



Eddie O'Connell as Colin

A hint of Billy Fury

Absolute Beginners (15)
Leicester Square Theatre/Odeon Marble Arch

After the hype, the reality which is a bit like waking up with a sore head and finding that you can remember very little of the night before. Not that Julien Temple's film leaves much to remember.

It is a matter of idioms. On the surface, *Absolute Beginners* makes a good job of giving us the music of the Fifties filtered through the past 30 years. There is David Bowie, for example, singing Bowie and singing Domenico Modugno's "Volare". Beyond Sade and Style Council and the cool of the Seventies, there are jazz and rock'n'roll preserved like

archaeological remains from that hot summer of 1958. And if the point is that the Eighties derive from the Fifties, then it is well taken; but none of this patchwork adds up to a musical satisfying whole.

The same point seems to be made in the sets and the story. It hardly seems worth the trouble of reconstructing Soho in Shepperton if the only concession to the Fifties, among blue films and sex shops, is to be a mock-up of the 21's coffee bar. The Wolfenden Report (1957) was not the hot news of August 1958 and though our attitudes (sex, race and so on) may have their origins in that era, this is a crude demonstration of the thesis. Colin (Eddie O'Connell) and Suzette (Patsy Kensit) follow their picaresque course through black and white, high and low,

real and fantasy life from Soho to Notting Hill, clubs, riots, home life and haute couture, in a series of vignettes that are not true to Col MacInnes's *Napoli* or London era.

It ends by cancelling itself out, leaving a sense of wasted opportunity and wasted talents. MacInnes's sporting characters become transparent as well as flat: David Bowie is wasted as advertising executive Vendice Partners, James Fox is wasted as a pre-Rachman developer, even Lord Blair is wasted as the Larry Parnes-type manager, though he has the best line in the film. None of it gets into more than an array of lights, sets, sound, and a hint of Billy Fury—signifying a lot.

Robin Buss

Trust and terror

Made in Bangkok. By Anthony Minghella.

Aldwych Theatre.
The Normal Heart. By Larry Kramer.
Royal Court Theatre.

In *Made in Bangkok*, Eastern Promise Tours brings five English travellers to Bangkok en route to Hong-Kong. Middle-aged middle-class Adrian has his wife Frances; Stephen has his wife Frances; Edward is alone. Adrian wants a new factory or car; Stephen wants to get foul-mouthed, sex-mad super-salesman Gary away from his daughter. Stephen, representing a multinational computer company, is in search of cheap labour. Frances and Edward are simply tourists. Through them all we see different aspects of the impact of Western capitalism on the Thai. Young people may be exhibited, bought and sold for sex of every variety, young women may cripple their hands, misbehaving garments or damage their eyes assembling microchips. What matter? It gives them work and money at cheap cost to the buyer. Minghella: "We abuse people here for comfort at home."

If this were all, *Made in Bangkok* would be only another formula play using the "travellers" device to expose social wrongs. But Minghella's handling of his characters goes deeper than their "representative" function. Frances reveals a lonely, frigid woman behind her "misogynist" ranting; Stephen, high-minded Edward (a dentist among Vietnamese refugees in Hong Kong) destroys the play's one true friendship by forcing Ned (the Thai pimp) reluctantly into bed by upping his price. At the scene, is shocking, but

cause human trust is destroyed, we learn painfully that friendship is not possible where what is desired can be purchased. The best lines belong to Felicity Kendall's Frances who asks: "Where does it belong, our human world? Here it's out in the open and it's terrible."

More terrible for all of us is the world-wide spread of AIDS, which according to *The Normal Heart*, might have been confronted earlier had it been dubbed falsely "the Gay plague". President Reagan could ignore calls to channel funds for research and treatment on the grounds that AIDS only affects faggots who were reaping the harvest of their own promiscuity. Larry Kramer founded Gay Men's Health Crisis (GMHC) to rally homosexuals to self-help, and to force civic and governmental funding in face of an epidemic of unknown origin and extent. How he both succeeded and failed is largely the subject of his passionately truthful autobiographical play, *The Normal Heart*. It is about people dying from the infection, their friends and enemies, and those who would be neutral. Kramer himself (acted by Martin Sheen) appears as Ned—driving, abrasive Jewish journalist whose anger explodes in public denunciations of politicians, newspapers, homosexuals and fellow-homosexuals whose behaviour which causes his expulsion from GMHC just when New York City agrees to help.

Ned's pyrrhic victory is followed by the death from AIDS of his lover Paul (Paul Jesson) in a performance which moved a stunned audience to tears. Felicity had lifted him out of self-hatred into a realization of his human worth as a homosexual actor stretching from Socrates to Hammarikold, embracing some of the greatest names in world history. "Why don't they teach any of this in the schools?" a pertinent question among many in a stimulating play.

John James

English under fire

Kirsty Milne reports from Oxford

Conflict within the Oxford English Faculty is characterized by sporadic guerrilla activity, in contrast to the settled trench warfare of its Cambridge counterpart. It's a conservative and insular institution—certainly as far as undergraduates are concerned—but by no means the reactionary moribund it has been cast as at OEL's conference, entitled "The State of Criticism: Theory and Strategy in Education", which was held in Oxford last month. Oxford English Limited is a radical student group, founded in 1982 and revived in 1985, which pushes for reform of both syllabus and teaching methods, with a particular emphasis on a wider acceptance within the Faculty of the importance of critical theory. They're a valuable pressure group, operating under the aegis of the Marxist critic Terry Eagleton, and have had some successes in the past, including the introduction of a Women's Writing Paper and Critical Theory option. But it's always difficult to mobilize support among students for proposals which, however attractive, are unlikely to be implemented until long after they've left. Most English undergraduates would endorse OEL's practical criticisms of the course, but with a three-year turnover the natural priority is to make the existing system work for you and your degree as best you can.

Unquestionably, however, the Oxford English course suffers from problems all its own, not least a degree of antiquity which makes somewhere like Sussex look wildly innovative by comparison. Compulsory Anglo-Saxon in the first year is a favourite target, but

much more pernicious is the notorious habit of teaching an author a week, which inevitably promotes a biographical rather than a thematic approach and often precludes any contextual awareness of the period under study. What's more, the single-student tutorial system and the contented which inhibits questions after lectures mean that studying English at Oxford can be a lonely and intellectually isolating experience.

But the Faculty, if cautious, is not immutable. The last decade has seen the introduction of extended essays and joint honours schools (English and Classics, English and Modern Languages) which would be taken for granted in other universities. Informal seminars do occur (obviously the Faculty should formalize them) and although women are appallingly under-represented among fellows there is a groundswell of interest in feminism at undergraduate and postgraduate level. There is no question that a variety of critical positions do exist among individual dons. In particular there is a move—in line with developments in other parts of the country—away from the extremes of post-structuralism towards a more historical approach; its logical corollary is the forthcoming introduction of an English/History degree—a gesture towards the notion of cultural studies. It would be more productive for OEL to build bridges with sympathetic members of the Faculty than to alienate them by denouncing "the obscurity of compulsory Old English". Perhaps more conciliatory tactics would have pre-empted the conspicuous absence of

most senior members of the Faculty from the conference.

In fact the large numbers of participants from outside Oxford (and the conference attracted 400 people) ensured that the discussions there were of national relevance and general application. The term "crisis" extended beyond the state of literary criticism became painfully evident when Helen Taylor from Bristol Polytechnic insisted that the issue was survival in the face of government spending cuts, not the luxury of radical courses. Her account of the struggle to maintain some level of provision for her students was in stark contrast to abstruse discussions of deconstructionism and the formidable abstractions of Raymond Williams, who was speaking on "The Nature of Cultural Theory".

But the conference did not address itself to the current perils of literary theory, notably its tendency to become self-referential, so that it is possible to discuss Derrida in the context of post-structuralism and George Eliot in the context of the 19th-century novel without applying the one to the other. Terry Eagleton raised the need to popularize literary theory, and it is certainly true that concepts which are extremely accessible are often expressed in language which is not. And what are we to make of the fact that Marxism and feminism, with all their explosive political implications, have been tamed for domestic intellectual use? This schizophrenic split between theory and practice urgently needs to be resolved, or a new generation of literary intellectuals will end up marooned on islands of obscurity and cynicism.

B of B

East Sussex Schools Festival in aid of the British Council for the Prevention of Blindness.
Royal Albert Hall, March 20.

Proud parents, small children lugging large instruments—and Handel. This time it was East Sussex blowing its own trumpet. Shop window, perhaps, but says Roger Durston, county music adviser and inspiration behind the 2,000-strong gathering of young musicians representing 35 schools and colleges, an event which should be seen as an extension of the work in classrooms and music centres.

A concert such as this is also a rare opportunity for bands at opposite ends of the county to hear each other play and compare standards. The County Youth Orchestra, unquestionably the top of the pyramid of excellence, opened the programme with a thrilling *Zadok the Priest*; there is nothing like Handel and a choir of 1600 voices for a bit of the Best of British ceremony. ESO also offered a thoughtful interpretation of Elgar's *Cockaigne Overture*, with plenty of bright string playing and attention to musical detail.

Hastings Youth Orchestra's swans in the "Scene" from *Swan Lake* moved wistfully rather than gracefully, but their Cygnets' Dance was effectively delicate. Sibelius's *Finlandia*, though a little short on sweeping Nordic landscapes, was technically well executed with some good brass playing.

In the Bach Toccata and Fugue in D minor the percussion section of the Brighton Youth Orchestra demonstrated some impressively controlled drumming. Whatever the shortcomings of this work in an orchestral arrangement it makes considerable demands on young players not least of which is the ability to play rapid semiquaver passages written for keyboard with clarity.

In lighter vein, the East Sussex Concert Band contributed a successful arrangement of Walton's *Fantasy* and a Stan Kenton medley, played with a swing and more stylish drumming. The programme was well balanced and incidentally, extremely deftly stage managed by a second half consisting of excerpts from *The Messiah*. For after-raising joyousness this kind of massive, choral outpouring, though offensive to purists, is hard to beat.

Philippa Davidson



Muddy waters

Severn Secrets
Daylight Theatre

From now until June, the River Severn is being celebrated by the Daylight Theatre, a touring company of three players who take performances of their own devising into schools and youth clubs throughout the country. Their current production, *Severn Secrets*, is designed for primary schools and there are separate performances for infants and juniors.

True to their tradition, the players are never shy of putting across a straight message. Once she is sure that the infants have come under the spell of a bewitchment largely devised by making herself appear to be invisible to the other two actors—Jayne Prendergast as Sabrina, the spirit of the river, makes it quite clear to the children that water can be dangerous and must be treated with caution.

The juniors are shown some of those hazards as Sabrina, aided by demonstrations of the nets and baskets peculiar to the Severn, takes Walter the fisherman, played by Hugh Young, through the history of the people who have got their living on the river bank throughout the ages. He goes from the

stone age to the oil slick disaster of the late Fifties and the great freeze of 1963. On his journey through time he encounters Roger Burford in the guise of the different men who have threatened life by the Severn. Throughout these plays, both infants and juniors are constantly reminded of the havoc that is caused to wildlife by a careless or greedy use of the river, and by the waning leaving of the infants by the awful Mr Slime, who takes a delight in filth and rubbish. Naturally most of them take a delight in him, but that fascination is somewhat mitigated by their finer feelings for the heron and lamprey puppets who suffer from his activities.

Although these plays are based on the Severn, their message applies to all rivers, and so does the booklet, which the Daylight Theatre company have produced to go with their productions. It costs 30p inclusive of postage, and is available from: Daylight Theatre, 66 Middle Street, Stroud, Gloucestershire GL5 1EA (045 36) 3808.

Shirley Toulson

Above: Jane Prendergast as Sabrina with Hugh Young as Walter

Literary competition

Competition No 73. Report by Scylla Pentelopes. are they a verse form worth persevering with? You received the invitation to write them with mixed feelings. "This competition proved fairly compulsive after a bit," wrote Lawrence Miles. R.B. Marks called it a terrible time-wasting addition: he invented six-syllable titles as an extra and nearly won a prize. Philip Jackson reckoned it took two hours to understand the rules and two minutes to write one. Gerald Vinestock was frankly dismissive:

The first poet I'd ax
For verse certain to vex
Worth aesthetically mix
Is that oat Dillwyn Knox:
He's nearer dance than dux.

But the very success of his verse surely flatters Knox's concept. Certainly this was a popular competition—there were just over 150 Pentelopes sent in—but the general standard was not high, even by the "regulars". Such short poems need concentration of matter: many of your smart word patterns lacked a cohesive theme. Some of you found it difficult to keep to six syllables a line. Sam Bond aged 11 could do this and must be mentioned for a good attempt, but some of his elders made errors of rhyme and scansion.

Several of you wrote on current school topics:

Neville Melton:

The glimmer of Appraisal
For all at the easel.
It's Keith's last reprisal.
A desperate proposal
Designed to bamboozle.

R.J. Montgomery:

Sir Keith has his standing
And can't seem unbending.
But Fred's marmalading
A chorus responding
"It all needs more funding."

Dympna Pyle gave us all some good advice:

It's not efficacious
To be too facetious—
The kids get suspicious.
They're far too precocious
And I'm no Confucius.

Jan Miles wrote a long series of Pentelopes in the form of an amusing personal letter pleading for a prize. It ended as follows:

I'm no fortune-teller,
And yet, dearest Scylla,
I'd bet the odd dollar
You've read plenty dulle!

Sheila Hall wrote a sequence too, called *Family Life in Five Quizzes*, perhaps inspired by one of Dillwyn Knox's own efforts. Each member of the family speaks, ending with the Grandfather:

Compulsion No 74. Set by Charybdis the Countess Commission has recommended that the southern approach to Bredon Hill be struck out of the Cotswold "area of outstanding natural beauty" because it is "only an average vale landscape". Up to 12 lines, please, on verse reaction from A.E. Housman—or up to 12 lines by him or any other well-known poet born after 1800, provoked by another plausible contemporary news item of your own invention (no more than 40 words). Closing date: April 16.

Search Kipling in vain, you won't find the title of Tara's new show anywhere in his works. While the title is a fabrication, the play itself has a strong documentary flavour and a flexibility of scope to portray the three pre-First World War superpowers bickering over Europe, and a North Indian family discussing whether to send their favourite son into battle for the Empire.

The material Rukhsana Ahmad has found to illustrate her play is by turns drily humorous and genuinely moving. The heavily censored letters sent home to India by the Sepoys reveal a sensitivity to the war-torn French countryside, and at times a patriotism verging on the ridiculous. Importantly, the script shows the early recruits' passivity and sense of importance at being asked to contribute to an essentially British effort—a recurring theme in Tara's work. The Indians weren't passive for long, though. As more of the two and a quarter million

The whole world's decaying.
You just can't help seeing
That everything's dying.
Well, I don't mind going,
Whatever's ensuing.

There were not many successful entries about people: the Clithew would seem to be a better vehicle. But, though cruel, Bill Greenwell's verse shows what can be done:

Look at Sir Robin Day,
His petty, fiendish glee.
His ludicrous bow-tie:
Does anybody know
To what his fame is due?

Two contrasting verses by Wil Gowans:

Waste radio-active
Provocative investive,
Maketh folk vindictive,
Ups voices an octave—
Is counter-productive.

She looks like a raver
Walking her retriever.
I'll bet you a fiver
She's wed to a Rover,
With au pair to Hoover.

There were two entries on drink:

I'll tell you with candour
I've been on a bender;
My tongue's like a cinder
From deep in the Rhonda.
Don't shoot! It's like thunder.
D.A. Prince

Walking out of chapel,
Meet some pleasant people,
Have a little tippie
Say to spouse, as topple,
"Only had a couple."
Bill Greenwell

Finally, an old inspiration dressed in a new form by V. Ernest Cox:

Born and bred in Celstow,
Went to work in Leicester.
Took a wife in Bicester,
Then retired to Gloucester.
Buried now in Worcester.

I must confess that I first thought the last line had a faulty rhyme—until I remembered the sound of "u" in "put". 25 to each Pentelope printed. Commiserations to near misses Fick Tittle and Meris Wheeler.

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War effort

Sepoy's Salt, Captain's Malt.
Tara Theatre in Education, touring
London Schools (tour details 01-871 1458)

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recruits, mostly from the Punjab, began to die in the fighting, the recruitment methods became more devious.

In essence, Tara is once again slicing a familiar piece of history from a different and highly informative angle. The emerging house style—a polished hybrid of Indian Traditional and modern minimal techniques—grows in effectiveness. A good example: the British lady at the Indian tea party, mourning about the lack of good servants, is dressed as, and speaks like a British lady. Her movements, however, belong to Indian stage tradition.

As history, the play is excellent. The only problem is that it might fail to bring its central issue home in a way that audiences of young adults might find accessible. There is a connection between the Sepoys' contribution to life (and death) on the Western Front and Asians' contribution to life in Britain in the Eighties. It needs a sketchy illustration.

Nick Baker

Correction

Storyteller '86: A Festival of Storytelling will take place at Exeter University from August 27-30, and not as stated in our report (TES March 21). Prospectus and booking form from Sally Williams, School of Education, University of Exeter, EX4 2LU.



Bard aid

Rachel Redford selects audio-tapes on Shakespeare

For many O level pupils, the compulsory Shakespeare play is no more than a confusion of characters and difficult words. At A level, understanding is often limited to the level of plot only. The following range of audio cassettes will help students at home and school to understand and appreciate their Shakespeare plays.

"Tales From Shakespeare" are entertainment and instruction for second years upwards, including adults. These lucid re-tellings of twelve plays by Basil Hope Gibbons narrated by Richard Baker are valuable introductions to the plays. Complexity of plot is faithfully yet simply conveyed; liberal quotations retain the essential quality. The titles are *Hamlet* and *The Merchant of Venice*, *Julius Caesar* and *Henry V*, *A Midsummer Night's Dream* and *The Taming of the Shrew*, *Othello* and *Richard II*, *Romeo and Juliet* and *King Lear* and *Macbeth* and *The Tempest* (£4.99 each incl p&p. Book of recorded texts £1.10).

Cromwell Audio Revision cassettes cover plays usually set for O level, although the tapes make a sound basis for study at any level. The study on each cassette is divided into background, covering sources and contemporary Elizabethan appeal, a useful comprehensive summary of the plot, studded with quotation, characters, themes, key speeches and suggestions for revision topics – an enormous amount of information.

The approach is scholarly without being complex. Subtle points, for example the influence of the moon in *A Midsummer Night's Dream*, are expressed clearly with ample textual illustration. Themes, like the interweaving of love, usury and wealth in *The Merchant of Venice*, are succinctly expressed, providing springboards for individual or class follow-up work. The plays covered are: *Romeo and Juliet* (CAR 01), *Richard II* (CAR 02), *A Midsummer Night's Dream* (CAR 03), *Macbeth* (CAR 04), *As You Like It* (CAR 05), *Twelfth Night* (CAR 06), *Julius Caesar* (CAR 07), *Richard III* (CAR 08), *Henry IV Part I* (CAR 09), *The Merchant of Venice* (CAR 10), in addition *Shakespeare* (CAR 11), is ideal for students of any age coming to Shakespeare for the first time. Shakespeare's life, Elizabethan England, the Theatre and his staging and a résumé of Shakespeare's art are

presented in an orderly and interesting way. (£5.49 incl p&p each)

Audio Learning Study Guides have been launched with two plays usually selected for A level, *Hamlet* and *The Winter's Tale*. Further literature titles are planned. The package contains a 65 page booklet offering sound basic guidance on plot and themes and a 60 minute discussion cassette which assumes a knowledge of the play. The discussion between two university teachers is stimulating and sophisticated, yet accessible and clear.

It is excellent for individual or group debate; for example on the suggestion that the most important character in *Hamlet* is the audience to whom his soliloquies and puns are addressed, or on their recommendation of a thematic structural approach to the play. The discussion of *The Winter's Tale* throws up many useful considerations: the play's preoccupation with tales and ballads and the atmospheric scene shifts to mention only two. These packages are exceptional value for money. (Study Guides £3.99 each incl p&p)

Audio Learning English Literature titles include 24 30-minute cassettes packaged with Notes outlining the cassette's discussion and giving suggestions for essays and reading. *King Lear* (ELA075 £10.95 + VAT + p&p) is a new addition.

Consideration of the play is closely linked to thought provoking textual analysis. For example, the comprehensive study of the first scene shows Cordelia as not the unquestionable heroine and Goneril and Regan as not the unquestionable villains.

Sussex Tapes Literature catalogue has an impressive list of Shakespeare discussion cassettes. Each comes with a booklet containing a discussion summary, bibliography and study notes. On one side of the tape is the university teachers' discussion of the play which is lucid, stimulating and detailed. Is the true villain of *Hamlet* (S2 £10.35 incl p&p) the instigator, the Ghost? Is Coriolanus (S1 £10.35) a Titanic hero or a child given to tantrums? Is the play filled with totally unattractive characters? On the second side John Russell Brown directs the rehearsal of key scenes with renowned actors like Sir Michael Redgrave and Helen Mirren. Playing scenes according to varying interpretations is an effective device.

separate those of different mass, a Detector to measure the relative abundance of the ions and a Vacuum System to provide the appropriate environment. The resulting Mass Spectrum, it concludes, provides identification of the original sample. Available free from Alan Parsons, Kratos, Barton Dock Road, Urmston, Manchester M31 2LD. Tel: 061 865 4466.

ATLAS
Atlases with sections devoted to Australia and New Zealand are now available from Macmillan Publishers Ltd. The Australian atlas has 96 pages, of which 20 concentrate on Australia, and

Cordelia's plea to Lear in the final scene, "Look upon me, Sir!" is (£7 £10.35) spoken first with sympathetic affection and then with anger, each showing Cordelia in a different light. The actors' and director's discussion is also valuable.

In all Shakespeare study, a professional recording where expression clarifies and vitalises is indispensable. One of the best is by The Marlowe Dramatic Society on Argo (double cassette £6.95). The cast includes Ian Holm as Iago, Dame Peggy Ashcroft as Beatrice and Prunella Scales as Rosaline. Twenty six plays are available with five new releases planned for this year.

The spoken word is more easily assimilated and remembered than the written word and all these cassettes complement and facilitate study of the plays. Repeated listenings yield different details and are more rewarding than re-reading study notes. With personal stereo, study can be done anywhere, at any time. They are a worthwhile investment.

ADDRESSES
New Tales From Shakespeare
Zeus Recording Co Ltd, Wimpole House, 29 Wimpole Street, London W1M 7AD

Cromwell Audio Revision
Cromwell Audio Revision Ltd, PO Box 37, Loughborough, Leic. LE11 0GR

Audio Learning
Studyguides are available from leading bookshops: Foyles, Dillons, some branches of WH Smiths. Study Guides and Discussion tapes by mail order: Audio Learning Ltd, 740 Holloway Road, London N19 3JF

Sussex Tapes
Sussex Publications Ltd, Freeport, Devizes, Wiltshire SN10 1BR

Argo Recordings
Available from good book and record shops or from: Hayward Promotions, 36 Wendell Road, London W12 9RS

RACHEL REDFORD is Assistant Chief Examiner for A Level English. University of London Examinations Board.

Classic snaps

by Victoria Neumark

Mycenae
Filmstrip, 57 frames
With commentary.
£5.95
Mythology on Greek Vases
36 frames
With commentary published by JACT and William Bell
£5.50
Price includes p&p. From The Old Vicarage, Reades Lane, Dane in Shaw, Congleton, Cheshire CW12 3LL. Tel: 02602 79276.

In recent years classics teaching has formally recognized that the imagination has a great part to play in any contemporary interest in the language and literature of antiquity. Hence the Joint Association of Classical Teachers' new syllabi, the move away from endless dreary sentences on moving camp and sending messages towards grammatical practice based on real texts, and an efflorescence of teaching materials. The Old Vicarage has added two filmstrips to its excellent range for those interested in the ancient Greeks.

Mycenae is a superior version of the Classics teacher's holiday snaps. William Ball (Mr Old Vicarage) and Lyle Eveille have produced an easy-to-read-aloud commentary which relies on the device of following a would-be intruder into the citadel of Mycenae. Though small by today's standards, the ruins of that settlement which dominated Greece for centuries are still impressive and the photographs capture well the beauty of the setting and the eloquence of the structures which remain. The romance of treasure, of "Mycenae, rich in gold", is subdued under the findings of archaeology: this is not the filmstrip for students keen on Schliemann's jewellery, but for those who want some sense of place and space. The images are indeed "Cyclopean" and fragrant with heat and history. The commentary includes a bibliography, map, time chart, diagrams and plans.

Mythology on Greek Vases is the first of six filmstrips planned to cover the JACT A level syllabus on Classical Civilization. It is a useful collection and Susan Woodford's brisk and lively commentary, in a well-produced booklet, covers both the iconography, and the actual mythology. The actual technique of vase-painting is not discussed and artistic composition gets only a few sentences, though hopefully black-and-red-figures are such vital media that students will respond to the merits as well as puzzling out the various personages are doing, representing or carrying.

Let us get one thing straight. A lot of the criticism directed at what I had better call "traditional" history, that it merely communicates a "body of knowledge" to pupils who are nothing but passive receptacles, is at best unfair, at worst untrue. Anything can be taught in a boring, unimaginative manner, and history is no more immune to this than any subject. But clearly it wasn't, otherwise what has set up at university level? History is, and has long been, one of the largest university schools in the country. Either very large numbers of young people (including the vast majority of present history teachers) have shown over the years a truly astonishing masochistic desire to continue the agony of boredom for a further three years, or else there has been some teaching. And all that before the enlightened era of Skills. Clearly our historical interpretation needs to be reviewed.

What attracts people to history in the first place? Well, I know what attracted me. I know what attracted friends of my acquaintance, at school, at university and in the staff room. I



Welsh writings

Writing in Wales
Welsh Academy Resource Pack
Edited by Tony Curtis and Cliff James
£5

The Welsh Academy's *Writers in Wales* project brings together, for the first time, a comprehensive and broadly representative body of literary "data" and writings in English, by men and women from Wales. Published with the support of the Welsh Arts Council and assistance from the Polytechnic of Wales, the resource pack is aimed at pupils leading up to the 16+ CS examination in secondary schools.

It contains a 90 minute cassette of writers reading their own work and comes with accompanying notes, a poster-map linking writers to their regions; an Introduction to Anglo-Welsh literature; ten pen-portraits of writers; two poems in original draft form; the Welsh Arts Council's *Writers on Tour* booklet; notes for teachers; a bibliography and suggested sources for further reading and information.

In his Introduction, Roland Mathias, writer and critic, draws attention to the fact that Anglo-Welsh literature (English language writing from Wales) was, for various reasons, slow in coming into being. It is a thorough Introduction, but in the post-1969 period, concentrates on the development of Anglo-Welsh poetry rather than literature as a whole. Contemporary prose and drama are not touched upon, and the terms "Anglo-Welsh literature" and "poetry" become synonymous.

Nevertheless, Mathias' observations are perceptive and to the point; most importantly, in discussing the effect on writers of the recession of the Welsh language and the development of a changing "tradition".

The resource tape is introduced by Tony Curtis who, with Cliff James, edited the pack. Curtis, poet, and senior lecturer in the department of English at the Polytechnic of Wales, discusses the fundamental changes in Welsh consciousness since the death of

Dylan Thomas in 1953. For the contemporary writer, it is up to him to "decide what we want Wales to be for us."

In this respect, the readings provide enormous variety: the cynicism of Peter Finch in "A Welsh Wordage" "To live in Wales is to love sleep" contrasts strongly with the work of Gillian Clarke who, since retiring deeper into remote corners of the country, remains more traditionally Welsh.

Finch is a superb reader, one of the best, in my opinion, to have come out of Wales. Tony Curtis too, reads extremely well.

There are two surprising omissions from the tape: from writers whose profiles are nonetheless included: Nigel Jenkins, a Swansea poet and playwright, with a beautifully deep, rich speaking voice; and Robert Minihinnick, an excellent reader and exceptionally talented younger poet.

The work chosen is, however, of a high quality and widely representative. The resource pack is off vital importance to the study of English language writing in Wales. It shows that Wales has a body of contemporary writers with whom schools may make contact. The Welsh Academy must be congratulated (to a large extent) the place of Dylan Thomas which still seems of Anglo-Welsh literature. For as the awakening of interest in the contemporary literature of one's country represents an important step, particularly when examination syllabuses tend to suggest that writers are (a) English and/or (b) Dead.

The emphasis of the pack is on encouraging pupils to write their selves, against an informed background of their culture. The ten pen-portraits, in addition to poems and some very welcome prose from Dannie Abse, Bryn Humphreys and Alan Richards, supply much detailed biographical information and tips to the young potential writer.

The resource tape is introduced by Tony Curtis who, with Cliff James, edited the pack. Curtis, poet, and senior lecturer in the department of English at the Polytechnic of Wales, discusses the fundamental changes in Welsh consciousness since the death of

Jaci Stephen

EXTRA

HISTORY

The sacred cow history project

by Sean Lang

What is so sacred about Schools Council History? There cannot be many courses which receive such widespread unquestioning acceptance from teachers. Mention it in any gathering of history teachers and you half expect everyone present to genuflect. Why is this? Has it finally solved the age-old problem of how to make history "relevant" (whatever is meant by that most subjective of concepts) or is it just a bit of one thing straight. A lot of the criticism directed at what I had better call "traditional" history, that it merely communicates a "body of knowledge" to pupils who are nothing but passive receptacles, is at best unfair, at worst untrue. Anything can be taught in a boring, unimaginative manner, and history is no more immune to this than any subject. But clearly it wasn't, otherwise what has set up at university level? History is, and has long been, one of the largest university schools in the country. Either very large numbers of young people (including the vast majority of present history teachers) have shown over the years a truly astonishing masochistic desire to continue the agony of boredom for a further three years, or else there has been some teaching. And all that before the enlightened era of Skills. Clearly our historical interpretation needs to be reviewed.

What attracts people to history in the first place? Well, I know what attracted me. I know what attracted friends of my acquaintance, at school, at university and in the staff room. I

even know what attracted the great Lord Dacre to it. And in not one case was it the evidence-based historical detective work side of it. What attracts children is the colourful, exciting side. Ladybird books may not take an evidence-based approach to history, but that has not affected their sales or popularity over the years. Living not far from Hampton Court helped clinch it for me, but I wasn't busy interpreting it: I was peering in my mind's eye with Tudor courtiers. I had no formal evidence for that approach, but I didn't let that bother me, and it gave me a life-long love of history nonetheless. Will children going through the Schools Council History Project come away with the same love of the subject?

The trouble with the Project is that it really does try to be all things to all men. You like 20th-century history? It's there. You like to tackle a topic in detail? It's there. You like local history? It's there. But what is the corollary? You find local history boring? (many people do). Tough, it's there. You are not actually very interested in the development of medicine? Tough, it's there – thousands of years of it. And as for the coming of the 20th century, you can make something interesting of the esoteric topics which the SCHP planners seem so fond of: that's why we're teachers after all. But deliberately to choose the least obviously interesting topics and put them all together seems remarkably perverse. Two comments from pupils.

O level girl, intelligent, after a stimulating and successful lesson putting Colonel Chivington on trial for the Sand Creek massacre: "You know, I really couldn't care less what happened to the Plains Indians". Lesser ability girl, not actually doing history: "I'd have done history if you were doing Kings and Queens". Interesting comments.

The main basis for the SCHP is the skills-based approach. By involving children actively in the interpretation of historical evidence of all types, we make the subject more interesting and help to justify it to those who would push history off as the curriculum altogether. The first point I agree with wholeheartedly. Stimulus material, source material, evidence of all sorts has great potential for bringing a topic to life. But the second point is ludicrous. Have you tried to explain to someone how the study of the American West will equip them for the employment market? Yes, you probably have: there can be few courses which raise so many puzzled enquiries from parents, heads, and from the children themselves. I tried to explain the relevance of the course to the conditions of the 1980s to the girl who made the comment about the Plains Indians. She didn't actually laugh in my face, but I think I would have done.

A more traditional approach is easier to justify, not harder, at any rate to the people who matter – those who have to teach or learn it. A chronological outline course is more likely to cover areas history graduates know about, and therefore makes best use of

their expertise. It avoids the SCHP trap of expecting teachers to read up on wide areas they have probably not studied – and perhaps with good reason. A chronological approach is what is accepted and understood by children and parents, and it attracts far fewer complaints. It is no good replying to these complaints that while loathing the topics they are at least acquiring useful skills: the obvious retort is "Yes, but why can't we acquire these skills and learn about an interesting period of history as well?"

The SCHP throws aside the most valuable asset history has: its narrative side through time. What happened? Who lived? Who died? (and how?) What did they say to that? All the things that made the subject so attractive to us when we were young were denying to children. But it is more than that. Having done that, we are asking

them to make sense of a variety of topics picked at random through time without any background knowledge of their historical context. Adopt that approach in historical circles and you will quite rightly be laughed out of court.

We do worse. If the criticism of an outline course is that it gives a superficial view of a long period, can it seriously be said that the Study in Development does any better? By taking one aspect of life (and that one which requires a scientific turn of mind to understand it properly) and following it through time, what are you left with? A hazy and superficial view of continued

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How to bring history alive for the less academic...

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The sacred cow history project

continued

medicine through an even longer period of time. Never mind the haziness itself (it's children we're dealing with, not PhD students).

But we might give them something worthwhile to have hazy memories of in the first place. You cannot honestly claim to have explained Renaissance ideas about medicine if you do not look at the full context in far greater detail than the brief introduction in the section in the course book. And if you do that, what about the Romans? The Middle Ages? The Scientific Revolution? etc. *ad infinitum*. And unless you really understand medicine, in its context, at these different periods and places, how on earth can you possibly claim to understand how it developed?

And now proposals arrive for doing it at A level. Enjoy teaching A level. I may be wrong, but I think my pupils enjoy it too. The 19th-century is chock-a-block with the most incredible people and events. A war declared over quarrels between monks in Bethlehem and by a British Cabinet asleep over the dinner table; the comic-opera figure of Garibaldi and his pocket of seeds; the strange death of Castlereagh and his hints of scandal. . . Of course, as I teach it I encourage them to regiment the material into theories, interpretations, ideas, and to attempt thematic approaches. I do not do it the other way round because I happen to believe that the strength of historical training is that it teaches you not to theorize from ignorance, but to base arguments on factual knowledge. Facts. A dirty word in educational circles at the moment, where the words "factual content", "body of facts" elicit a response akin to that of Mr Gladstone to Papi Infallibility. But what are historical facts? Simply, they are what people did and said in the past. I am not a follower of Mr Grandgrind, but I do feel that children should learn to sit their views from a basis not just of a bit of documentary evidence torn out of its context, but of knowledge of the subject. Ignorance may be bliss, but I see no reason why it should be imposed on the young.

The SCHP is not inherently more interesting than the outline approach. Far from it: the course planners seem to take pleasure in selecting the least gripping topics possible. Nazi Germany was, I gather, considered as a Modern World Study, but nothing came of it because children already had an "unhealthy" interest in it. How to turn that "unhealthy" interest into a more objective interest? According to the SCHP planners, sweep it under the carpet and give them Japan instead. The disparate nature of the subject matter makes the course confusing, and raises questions on all sides about its relevance which I find hard to answer without feeling duplicitous. It throws the chronological framework and the narrative side overboard, which not only makes the work harder, but is objectionable on historical grounds as well. It is *not* child-centred at all: it is far more teacher-intensive than traditional history. It is extremely expensive to resource. By insisting on the skills-based approach to the exclusion of all else it encourages children, if it encourages them to do anything at all, to form theories and to mope without a sufficient grounding in the subject. And this is the way we are to equip our children for the 1990s. . .

It is, of course, easy to criticize. But what history should 14 to 16-year-olds be learning instead? I suggest the following plan of work. There are elements of Schools Council History in it, for example, the use of (rather than total reliance on) contemporary source material. The idea of the Study in Depth should be retained. But as it is, the Schools Council Study in Depth approach does not fully work. To take the admittedly rather gimmicky (but therefore popular) example of the American West. As it stands, the study gives a good general picture of the lives of the Plains Indians or Homesteaders, but it gives a very poor idea of the impetus of events in the West.

There is no sense at all of the passage of time in the Elizabethan England book. So, perhaps if the approach is adopted with regard to a moment in the past where events had an impetus of their own, the result will be more satisfactory. Thus, the Studies in Depth I propose deal with episodes

which took place over a relatively short period of time, but are clearly related to the broader canvas of the outline topics. Neither would the study of one of the studies in depth prevent a pupil from doing any of the outline topics (as happens with special topics on traditional outline courses). Indeed, the whole idea is to get to know in detail a part of the general outline course itself.

As for local history, I think it should be matter of choice. Bear in mind that ours is a mobile profession, particularly among younger teachers. It is often hard to build up enthusiasm (never mind a resource pack) for the local history of an area you are only likely to be in for a short period in any case. Not all children enjoy it. On the other hand, clearly, some do, as do some more settled teachers. Fair enough. But let it be optional.

And let it be Twentieth Century. Why? Because it is by far the easiest type of history to justify to children, to parents, to other teachers, to heads, to employers, etc. It is also the area of history for which the best resources at the 14-16 level already exist. It prevents us all having to go and read up on the odd bits of the exotic (not to say quixotic) past favoured by the Schools Council course. And it is - overwhelmingly - the period of history that children of that age group actually want to know about.

Lastly, and crucially, the method of examining. This is, after all, the crux. What was complained of in the "old" history was really the exam, whereby a class could enter the exam room as experts on a selection of topics which are not on the paper that year. I know: it has happened to me. That sinking feeling as you turn the paper over for the fifth time, heart racing, with a sense of justice that surely, somewhere, there must be a question on. . . ? I've had it.

The answer to the problem is not to emasculate the whole subject, but to change the method of examining. An element of continuous assessment? Why not? But above all, I propose that the exam, while requiring children to show knowledge only of a certain number of the topics listed below, should carry questions on all of them.



The British "Tommy" on the Somme in 1916. Worthy of an in-depth study.

No more worries à la 1940 that Hitler might not come up this year: he's coming this year, next year and every year. To reduce the work load on each paper, I suggest the Study in Depth paper could well be a shorter, separate exam.

This, then, is a possible alternative approach to teaching history to the 14-16 age group, which could replace the Schools Council History Project.

Twentieth-century history

Paper I: Outline Studies 1900-1939
Both evidence-based and essay questions. To cover topics from the Origins of the First World War to the outbreak of the Second. British history should be included, but divided into two topics at 1929 - these chunks are much more manageable than the whole inter-war slog.

Paper II: Outline Studies 1939-1973
As with Paper I, but covering the Second World War and the Post-War world, including the Middle East, Vietnam, and Northern Ireland, as well as the more obvious Super-Power based topics.

Paper III: Study in Depth
Each one is connected with one of the

outline topics, and is to be studied with reference to prescribed source material, which should also feature in the exam. ONE from:

- 1 The Battle of the Somme.
- 2 The October Revolution.
- 3 The General Strike.
- 4 The Beer Hall Putsch.
- 5 The Battle of Britain.
- 6 D-Day.
- 7 The 1945 General Election.
- 8 Hungary 1956.
- 9 The Cuban Missile Crisis.
- 10 Prague 1968.
- 11 Paris May '68.
- 12 A Local Study based on the effect of events in the 20th-century on the locality.

I make no claims that this is exhaustive. However, initial research among children and colleagues suggests that such a course would be popular. And certainly answers to the needs of children in the 1980s far more than the Schools Council course. It is perhaps time the course planners listened to the views of those who have to teach the curious ideas they come up with.

S F Lang teaches History at the Netherhall School, Cambridge.

Restored to life

Heveningham Hall, Midsummer 1790 was a highly successful living history project which took place in the summer of 1979 and 1980 at Heveningham Hall, an 18th-century house in the heart of Suffolk, now administered by the National Trust. Each day during a week in July, two hundred 9 to 13-year-olds arrived in the Capability Brown stable yard and prepared to spend the day living in the 18th century as servants at the Hall.

Working in groups with a "senior servant" - a teacher attached to the project for the week - the children experienced the daily indoor and outdoor tasks of running a country house in the 1790s. They were the butlers, housekeepers, kitchen and laundry staff, maids, carpenters, ostlerworkers, blacksmiths, gardeners, herbalists and brewmen. Throughout the day they met Sir Joshua Vaneck and members of his family, the owners of the Hall. Actors from a local theatre took these roles - not as performers, but as an integral part of the day.

The project was conceived by John Fairclough, the museum's education officer for Suffolk and Patrick Redsell, the drama adviser as a venture in community education, involving local schools, teachers, advisers, actors and craftsmen. The aim was to enable the children to learn about a particular aspect of history through experiencing it for themselves.

They present a full account in *Living History*. This is the first book in a new series for teachers called *Education on Site*, prepared by the Education Service of English Heritage to help teachers make full use of the educational possibilities of historic buildings.

It is fascinating reading. Large-scale reconstructions such as these require a formidable amount of research and planning and careful coordination be-



tween different groups of people. An important contribution to background work was the publication of *The Huntingfield Times*, a local newspaper written in the style of the period. Full of gossip and local colour, as well as factual material describing social and domestic life, it vividly sets the scene for the day. Teachers attended in-service sessions early in the summer term, and actors from the project in the role and clothes of a particular trade visited schools to talk about life and work at Heveningham before the event itself. The children had their own clothes and costumes to research and make. The book includes patterns for the servants' and apprentices' costumes and the authors also discuss the importance of equipment, so that an

insight into the materials and methods of the period is gained.

As well as describing in detail the preparation and running of the Heveningham Hall project, the authors refer to other reconstructions they have collaborated on in Suffolk since 1979.

Living History combines sound practical advice with a discussion of the underlying educational principles of the work. It should prove invaluable to anyone embarking on a reconstruction of the past with children.

Living History by John Fairclough and Patrick Redsell costs £1.80 including postage from English Heritage, ES 06/88, PO Box 43, Ruislip, Middx HA4 0XW.

Mary Cruickshank

Primary sources

Dressing up and taking part weave a spell over even the youngest historians writes Philip Jones

Once upon a time, primary school history was almost devoid of meaning and relevance for the majority of children. Poor quality textbook treatments of far distant eras neither involved children's imaginations nor tapped their experiences. Many teachers have by now ventured beyond the sterile wastes of textbook-based learning, and placing emphasis on the child's experience of his or her environment, have stripped the primary curriculum of much mediocrity. One side-effect of this, however, has been to strip the primary curriculum of much of history.

Modern guidelines rightly tend to stress the recent past. This makes sense: it is more directly accessible. Its departing footsteps are still numerous, visible upon our landscape. Children can raid attics for mementoes, or elderly relatives for their memories. In this way we are able to reach back to the early decades of this century with some success. Yet the further back we travel, the more fragmentary become our glimpses of the past. In many parts of the country, the pre-Victorian past appears with random discreteness in our environment. An odd horse-drawn carriage in a modern urban setting is a fascinating chance survival, but a scattering of such relics is insufficient to create a real sense of the historical world responsible for its origination.

The assiduous teacher of environment-based history might, if fortunate, be able to summon resources from local teachers' centres, museums, or libraries. These are important stores of documents, maps, costumes and artefacts to be tried when cellars and Great-Aunts run dry. But the teacher is in the hands of these institutions, which are more appropriate, and which complement those used in environmental studies.

their own researches into the history of their area, nor are they likely to have the time to do so. Moreover, it is improbable, even with the help of these agencies, that a teacher will be able to compile and make available much material from before about 1820, or from outside a small geographical region.

Are these limitations important? If the children are learning the skills of historical inquiry, and learning that history can help them to interpret their surroundings, is that not enough? It is much, but it is not enough.

Unless we take care to supplement this basic diet, children can grow up lacking the real respect for the past which comes with the appreciation that it was lived by people like, and unlike, ourselves. Temporal chauvinism, the condition in which the past is humoured while the present is honoured, can be almost as pernicious as cultural chauvinism. Where the latter brings discord and abuse which we, as teachers, are correctly obliged to tackle, the former is absorbed into less obvious attitudes of alienation and arrogance. Temporal chauvinism is not a new phenomenon. The generations taught through simplistic, often patronizing textbooks gleaned the idea of their superiority from what they were told, while now the foremost sin is one of omission.

I think we should consider what we do to counter this: somehow, we must sometimes be more adventurous in our roving through time and place. An academic approach is unlikely to foster enthusiasm in the young child. To rouse that child to look beyond the familiar requires methods of approach which are more appropriate, and which complement those used in environmental studies.

continued

Rewarding interaction

Robert Unwin considers the continuing role of the Historical Association in representing the historical profession

Traditionally, the representative forum is common to many voluntary associations. In the 1830s, at a period of political and constitutional crisis, the British Association was seen by its aspirants, and popularized by *The Times*, as "The Parliament of Science". Today, the various subject associations, although very different in form and tradition from the British Association, provide the necessary meeting place for a variety of constituent and informed opinion.

The Historical Association is both a subject association and a future-time organization and its public stance is provided for in its stated objective: to represent to educational authorities and the general public the needs and interests of historical study and teaching and to co-operate with other Associations in the furtherance of kindred objects.

A survey of the early minute books of the Association shows that many of the issues which concern historians today and those which were engaging

their attention in the early 20th century are not that dissimilar. At the annual meeting in 1911 the President challenged the assembled members:

What is the use of forming the Historical Association unless the Historical Association makes up its mind as to a definite policy with regard to history?

While the Historical Association has "no general view of an overtly political character", it exists in a world very much affected by events in the political arena. Currently, there is concern over the place of history in the years of compulsory schooling and its position within a core arts curriculum. The Association maintains that some history ought to be taught to all pupils at least until the age of 16 years. Members of the historical profession are rightly anxious about the inadequacy of in-service training. The Association has offered, since 1982, an award-bearing course leading to an Advanced Certificate in the Teaching of History. The course has gone so well since its inauguration that it is being upgraded to diploma standard, although there is

still room for more colleges to participate as teaching centres. Historians are also concerned at the cutbacks in polytechnics and universities and at possible legislation to end tenure, a prospect which has serious implications for academic freedom. In February 1986 the Association submitted *Green for Danger* to the Secretary of State which comments forcefully yet constructively upon the Green Paper, *The Development of Higher Education into the 1990s*. Such issues clearly fall within the remit of the Historical Association, which endeavours, whenever and wherever possible, to discharge its proper responsibilities.

Through its President, Council and committees, and in close co-operation with the History at the Universities Defence Group and the History Watchdog Committee, the Association seeks to promote and protect history at all levels. It has endorsed and expanded upon the case for history in the compulsory years of schooling, which was set out by the Secretary of State at the Historical Association Conference in February 1984. The full text of Sir Keith Joseph's speech was published in *The Historian*, the new magazine of the Association.

The Association's Educational Services Committee, besides organizing an annual three-day conference, has carried out detailed enquiries at all levels on history in school and reviewed the guidelines laid down by I.E.A. A forthcoming paper on "History in the Compulsory Years of Schooling: A Submission by the Historical Association" will serve to demonstrate a "continuing concern in pre-scientific and interdisciplinary courses. Two widely-reported testimonies of historians, educationists and MPs in the House of Lords in May 1985 and January 1986 have highlighted the continuing role of the Historical Association as a forum through which the

interests of history as a profession may be represented.

As occasion arises, the President of the Association - often at the behest of Council - makes appropriate representations on behalf of history. In October 1985 the President led a deputation to talk to the Secretary of State about the prospects for history teaching in primary and secondary schools. Members of the Association also serve as representatives on various educational and professional bodies, including examining boards, the Schools Technology Forum, and the Association of Science Education.

In addition to a full range of activities to promote the proper teaching of history, the Historical Association has a continuing concern for the maintenance and improvement of facilities for the study of history. In serving as a representative forum, the Association encourages discussion on matters ranging from access to records, the absence of a national archives policy, user charges at copyright libraries and the introduction of admission charges and "voluntary donations" to national museums. Concern at the implications of the local government bill for archive services prompted the Association to organize a special forum and the details of that meeting were fully reported before a Standing Committee of the House of Commons. In April 1985 the President and a small deputation met Department of the Environment officials and expressed concern about the "uncertain" provision being made for the future of a number of record offices.

By its very nature, and throughout its eighty-year history, the Association has demonstrated the rewarding interaction between professional and popular activities. Through its network of local branches, its annual conference and summer vacation history course, the many tours and holidays with an historical slant, and a full programme of regional events, the Association affords opportunities for co-operation amongst all who love history and seek to communicate that enjoyment to the widest audience possible.

Dr Robert Unwin, lecturer in education at Leeds University, is editor of *The Historian*, the magazine of the Historical Association.

The folk-moot

Life in the Middle Ages. By A J Koutsouk. Macmillan £4.95.

"About five hundred years ago, many scholars were feeling a great sense of joy," says the author right in the beginning of this book. I cannot say that reading *Life in the Middle Ages* caused me any great ecstasy.

This is a very straightforward school textbook about the Middle Ages. It consists of chapters full of facts and questions at the end to make sure you have learned them. Thus in Chapter 1 we learn all about churks, thanes, thralls and the folk-moot, and in the "Activities" at the end we have to match these up with such terms as "lords", "slaves" and "character references". Sellers and Yeatman, you should be living at this hour.

The contents are entirely predictable - moats and bailey castles, Thomas Becket, the Crusades, the Black Death, Open Field farming, Benedict. This is inevitable, I suppose, given the state of knowledge about the period. Do we really, need, though, yet another trot through it all by an author and publisher who have really very little to offer that we have not seen before. The style is pedestrian to the point of plonkiness: "The king was the most important man in the land. His decisions determined how the country was governed. These decisions meant life or death for some, wealth or poverty for others. The king's position was never easy."

Secondary schools have used textbooks like this with their lower school pupils for many years, and they used to be common fare in the junior school. They do have the advantage of transmitting, unadorned, the common culture to the next generation. It all makes a pretty dismal view of history, however, and I find it a bit depressing that new authors are joining in. Still, what you want is an easy to read textbook of facts about the Middle Ages, suitable for pupils between about ten and thirteen, then this is as good as you are likely to find.

Gerald Haight

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Small children clambered in the ruins, intent on their hiding and shooting game, which ranged over the scattered remains in the Notre Dame Cathedral enclosure of Boulogne. The site is that of the recently discovered barracks of the Roman naval base. The abandoned, overgrown and unprotected excavation seen last summer seemed to symbolize one facet of the French approach to the past.

Boulogne is a frustrating place for parents or teachers hoping to interest children in the pre-medieval history of France. The Museum has one small display case of Roman and Merovingian material and that poorly labelled. It would be impossible to guess that the Haute-Ville was the site of a major Roman military garrison (far larger than its contemporary in Dover) linked to the harbour and the "Classic Britannica." Neither the naval captains' tombstones nor any of the five mosaics recovered from the Roman town that grew up around the base are displayed; they, like all the other archaeological material, are kept closed to the public in the reserve collection.

Boulogne is not alone. Archaeological material discovered in the Arras area is confined to a few dusty cases with handwritten labels - when present - in a city museum largely dedicated to art. Amiens developed on the site of the major Roman town of Samarobriava. The city, like many British provincial towns, has been bequeathed a Victorian museum of grandeur but awkwardness. Mock Gothic columns and marble floors provide a dark and bleak context for modern exhibiting. However, there are few signs of imagination or expenditure in dealing with the problem, despite having an excellent collection (especially its Roman lamps). Two artefacts only are displayed from Ribemont-sur-Ancre, yet this site has produced some of the most dramatic material ever from a Romano-Celtic temple. There is no annual exhibition updating discoveries.

The contrast with, say, Colchester, is significant. The Castle Museum also has suitable space problems. Some of the cases pack in material with brief uninformative labels written decades ago, yet there are modern cases with full, clear and illustrated backgrounds, good models and exhibitions to both stimulate children and show examples of their work. There is an excellent collection of publications many of which are aimed at children. It is not untypical of most British provincial museums.

Roman villas are as characteristic of Northern France as of Britain, but to



A full scale reconstruction of Caesar's defenses for the siege of Alesia in part of the magnificent Archeodrome museum at the Aire de Beaune. Photo by Philip Katz from the illustrated guide by Charles Richard translated by Angela Moyon (Published by Ouest France, Rennes).

Cross Channel contrasts

James Bromwich considers French and British approaches to the past

sees their remains is extremely difficult. There are no equivalents of Lullingstone, Bignor or Fishbourne. In the Côte d'Or area north of Dijon, the Haute Roche villa gives an impression of total neglect. A battered, peeling sign indicates a villa once stood there but, unfenced, surrounding cereal crops and weeds have hidden many of the stones and there is little for the adult, let alone the child, to grasp.

The problem is not that the sites have not been located. The work of Roger Agache in the 1960s and 1970s revealed through aerial photography the presence of hundreds of villas ranging from the palatial to the farmstead. No large scale excavation has taken place and then been opened to visitors; no dig organized along the model of the typical British archaeological association, such as that involving people in the excavation of the Kingscote site in Gloucester.

It is easy of course to overestimate the contrasts. In Britain there are still big museums and archaeologists who reject any serious need to communicate with society as a whole. Shortage of money and the removal of planning controls further inhibit the opportunities for improvement. Nevertheless it is possible that these examples reflect a fundamentally different attitude.

Viewed from Britain, the French attitude to ancient history has seemed bounded by a narrow academicism: an understanding of the past created and demonstrated through words. The

only physical remains that can be truly estimated are those that can be defined and sanctified as Art. Even when a broader perspective is adopted, once examined and analysed the materials have a minimal importance. Children would be the last group to be considered.

Although the evidence I have described in general supports this interpretation, there is reason to believe that it is a partial picture and that there are exciting examples of a different approach.

The Musée Boucher de Perthes at Abbeville is being modernized with white walls, sensitive lighting and modern display methods. The pre-medieval section is not yet completed, but already reveals a genuine sense of what can interest children. The driving spirit of Agache is embodied not only in the superb enlarged aerial photographs that cover the walls, but also in the clear maps and models of villas found in the Somme area. His sense of humour has immediate impact on children: a disused football pitch photographed from the air should not be mistaken for a lost villa! An important point is made in a simple way.

A significant trend throughout Europe has been the growth of experimental archaeology. In Britain the site at Butzer (Hampshire) is best known. Buildings that were revealed by excavation purely as ground plans, often as a few post holes, have been rebuilt to see if ideas that appeared

valid on paper actually worked. Our conception of ancient technologies, such as early farming techniques, have been tested. It is an approach that has both scientific and educational validity, because in both the concern is to give concrete form to what otherwise might be difficult to imagine with any degree of accuracy.

The Archeodrome at the Aire de Beaune (A6) represents a bold and imaginative use of the dead space surrounding motorway service areas: a



Second century mosaic floor at Fishbourne Roman Palace near Colchester.

magnificent museum dedicated to re-creating the life of a Roman villa. The site is a reconstruction of a villa, built by Burgundy and the Autouroute authorities, it is particularly successful as an educational enterprise. It is not a Disneyland or a sick joke. A central building houses exhibits organized round windows that concentrate the view onto specific reconstructions in the open air. The palaeolithic section has a case demon-

strating stone tool manufacture, a model of horses being trapped and killed - making clear that this is only one possible interpretation of the evidence - and a view of a primitive tent site. The linkage is typical. Elsewhere computer VDU provide changing information in different languages and videos tell the story of Caesar's siege of Alesia. Outside a full scale rebuilding of part of the Caesar's wall and defences, bristling with wooden and metal spikes to bring a shiver to any child.

A Neolithic hut surprises by its size, a Romano-Celtic temple by its smallness. Furnaces for both pottery and metals are used for regular demonstrations and courses. The site is full of intelligently thought out touches, possibly the most sensitive being the Gaulish Roman tombstones beside the reconstructed road surface. They give an eerie sense of the presence of peoples long dead - a surprising conclusion in a place where virtually nothing is original.

Bavay (Nord) seems much more conventional, but demonstrates, like the Archeodrome, a coherent concept of the past being important for everyone. The site is situated in a small town and consists of extensive Roman remains around a Forum and a modern museum. The exceptional element is the role of the local Lycée. Annually twenty 15-year-old students begin a three year course (six hours per week) in which archaeology has been absorbed into the curriculum. Humanities, the biological and physical sciences, ancient and modern languages, photography and drawing are integrated. The synthesis operates in a natural way when the students have to prepare a study of Bavay's Gallic face pots and need to read Latin texts and English or German articles. They excavate every summer, their research work is shown in exhibitions and fills the museum publications.

Teaching staff, academics, museum and site workers function as a team jointly making decisions. Nevertheless, the course has not been created by trained archaeologists, but has been designed to give a broad educational experience, extending awareness and feeling for the significance and inter-relatedness of a whole range of studies. Perhaps the burst of similar activity in British schools, generally so dependent on the inspiration of one teacher, could benefit from this example of practical historical work set at the heart of upper secondary school work. The drive to core curricula could yet help archaeology and history.

James Bromwich is a lecturer at City of London Polytechnic.

History in tandem

Ron Brooks looks at some of the teaching implications of linking A/S and A level history

A recent survey by the London GCE Board into potential demand for A/S levels shows history as one of the more popular A/S subjects. It suggests that A/S history is not generally regarded as something of a Trojan horse in the A level camp. But what of the links between A/S and A level history? Others surveys suggest that in only a minority of cases are Boards adopting the strict interpretation of "the equivalent of 1/2 A level"; some syllabuses will be based on existing A/O syllabuses; a few could be completely new developments but the majority, though not directly derived from existing A level syllabuses, will nevertheless relate to them. The implications of this for the "common teaching" so favoured by Secretaries of State merit further discussion.

The notion of "the equivalent of 1/2 A level" can only meaningfully be interpreted in terms of content. Put another way A/S candidates will be assessed over the full range of A level historical skills but only over the equivalent of half an A level syllabus content. To interpret "common teaching" narrowly in terms of overlapping content would be a mistake. There is a much larger area of overlap, of vital importance to schools with diminishing staffing and other resources. A/S history will test evidential skills, most probably in relation to unseen documents, as well as the more traditional essay writing skills.

It would be useful to give A/S students practice in common core and essay skills prior to the commencement of the overlapping A/S/A content. This would be particularly useful for students taking A/S history in the "contrasting" mode who have fewer opportunities than their arts counterparts to practise such literary skills. Certain modules of the A level course could be designated as skills experience for A/S students, thus purposefully combining A and A/S classes. A flexible timetable could also allow weaker students in the A level group to gain further practice and guidance in evidential or essay skills if, for part of the time, A/S level classes were held separately. The traffic need not be one way.

The more obvious areas of overlap between A/S and A level are those of background to the prescribed syllabus and the syllabus itself. Certain mod-

ules of the A level course could be designated as essential background to the A/S course. These, together with the necessary reading, could provide a substantial area of overlap bearing in mind that A/S students will be only operating on about half of the time-tabled periods as Advanced level students. A/S students would gain useful prior experience in acquiring essential background content and in the information gathering skills which are vital at Advanced level. This staged introduction of A/S history involving historical skills and relevant background content could be regarded as a foundation module.

Paradoxically the direct area of overlap between the A/S and A level syllabuses could present the greatest problems if classes were combined. One of the key considerations of the practising teacher should be the nature of the syllabuses. A mismatch of outline and special subject could create problems. There does not seem to be any common thinking on this issue by the examining boards, with some favouring a "special subject" approach on grounds of the "academic rigour" which the narrower focus would give, and others favouring an outline approach over a shorter time span than the A level syllabus. Both approaches bring problems in terms of common teaching.

There could be a tendency to spend more time on the A/S special subject area to maximise common teaching than a broad outline A level syllabus would allow. An A/S special subject area could be dovetailed more easily into an A level outline syllabus which spanned some two centuries or less. The attempt to integrate for more than two terms a special subject A/S syllabus, which may well span only about 50 years, with a broad outline A level syllabus covering several centuries would have harmful effects on the teaching and study of the latter.

Perhaps even more important from the teacher's point of view is the kind of history which is taught. Partly in order to attract science students to A/S history some examining boards have argued for a great slant in A/S syllabuses towards social and economic history. This slant it is thought would not only make history more attractive to non-specialist history students, especially those engaged in "contrast-

ing" studies, but would also facilitate the inclusion of a project in A/S assessment. Some examining boards deem the link between history and the other A level subject(s) through the project so important that they have argued that it should be made compulsory.

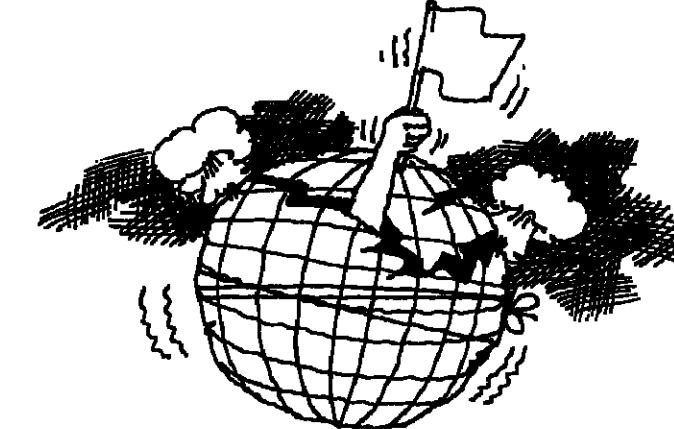
An A/S package of a special subject with a strong bias to social and economic history, together with a "linking" project, or "industrial study" as some have called it, would not always dovetail comfortably with some of the more popular A level syllabuses which do not give such prominence to social and economic history nor give a high priority to project work. There is the additional danger that if the A/S tail wags the A level dog that more and more schools will forsake the earlier periods of history at A level in favour of the history of the last two centuries, which might well prove more attractive to A/S students and more relevant to their other A level subjects.

The message is clear that teachers should look carefully at all of the A/S syllabuses on offer and not just at those provided by their A level examining board. A more favourable match between A/S and A level syllabuses might well be achieved by selecting A/S and A level syllabuses from different examining boards. This can ease greatly some of the difficulties which stand in the way of common teaching, which at this time of falling rolls and decreased staffing could be the majority time in some schools.

Project introduction is as much a concern at A/S level as at GCSE yet projects could be one of the most rewarding aspects of A/S teaching. The boards which stipulate a project requirement stress its value in encouraging evidential and other skills, and initiative. It could be used to explore the relationships between A/S and A level subjects and to engage in field investigations. As such it would not necessarily require the formal tabling or could take place in minority time. A/S project could well become one of the most rewarding aspects of sixth-form study.

Dr Ron Brooks is lecturer in the School of Education, University College of North Wales, Bangor, and chief examiner at A level (MS) and at A/O level (London).

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Primary sources

continued

This is a less imposing task than it sounds. The trick is to engage the child's imaginative faculty through story and role-play. This method is one which many teachers actually practice, though often without the rationale or curriculum framework required to maximise its effectiveness.

Let us consider story. To claim that history is to undertake the case; history has rarely been more than tale-telling. Witness the etymology: French and German even today, the terms for "history" and "story" are the same. We take delight in old stories. Scholarly investigation seldom proceeds where passionate imagination has not first led, and this is frequently as true of individual historians as it is of the development of history itself as a subject. Start with story, then; let the history emerge. Naturally, one needs to begin with the right story, and this needs care to be exercised. Children's historical novels have been notably prone to sexist and racist prejudice, sometimes more so even than the areas they evoke. Nowadays, the genre appears to be in decline, which further limits the choice. Yet I would submit that each school needs to select judiciously from what remains, ensuring that it possesses a range of historical stories covering different periods and cultures. This is far more valuable than amassing non-fiction history books.

Role-play is the other important approach by which we can expand the range of history open to our pupils. Some secondary schools advance historical studies through drama, and the Schools Council sought to promote this. It does not, however, seem to be a practice which is widespread among primary schools. This is a pity, because children readily and naturally want to explore social relationships through

imaginative play. We tend to exploit this inclination in order to facilitate literary production, or to probe personal dilemmas in the sphere of social studies. It can also, however, be pressed into service to allow children to relive or reinvent past crises or occurrences. We can, for example, confront a group of children with a historical situation and let them discuss and develop their responses. I recently put my class in the position of villagers threatened by the introduction of new machinery which would undercut their livelihood. After acting out the situation, two fascists became apparent. The first counselled acceptance of the new technology and migration to a factory town. The second, displaying Luddite zeal, quickly determined on a campaign of machine-wrecking.

I have tried to argue that history teaching through imaginative work should be remembered as an effective means of approaching histories which are not otherwise easily accessible. I must stress that this cannot hope to be comprehensive - it is a history degree course comprehensive? - and that it must not be regarded as an environment to the necessary, rich study of environmental and oral history. Indeed, the imaginative approach itself is most successful when it can be linked with an immediate stimulus and concrete experience, and therein lies the value of such prepared stages for learning as Kentwell or Clarke Hall. Dressing up and taking part weave a spell over even the youngest historians.

This component of history teaching doubtless lacks the narrow relevance or vocational significance which would lead Sir Keith Joseph to place it high in his curriculum, yet, through the imagination, it teaches a respect for other lives that can only enhance the development of moral values.

Philip Jones teaches in a primary school in South Wales.

Fictional families

A New Community in Europe. By Brian Haigh.

A Fair Deal? In Britain. By Anna Spronk. Macdonald. People Then and Now series. £5.50 each 0 356 11226 8 and 11227 6.

These two books are the first in a series which aims to deal with contemporary international issues in a way which will capture the attention and interest of junior and middle school pupils. Each one has a basic narrative centred around a fictional family. Superimposed on the story are sections of "evidence", identified by starting point to look like leaves torn out of a notebook. The narrative is illustrated by good quality colour art work and there are also lots of diagrams and contemporary photographs. The basic unit, as so often in school information books, is the double page spread, and the design of these presents an attractive mixture of art work, photographs and varied typeface.

A New Community in Europe tells the story of the European Economic Community, taking as its starting point a family living in the northern French town of Palais. The various generations within the family, and the historical associations of the area, together with the convenient exchange visit of a young German schoolgirl, give lots of opportunity to describe the past war

history of Europe. Gran Burrell tells of the horrors of 1944, Anna from Germany weeps because she never sees her grandparents, who live in East Germany. Grandpa Durand shouts at the local butcher for stocking English lamb. These episodes, and the others, are backed up with facts, figures and photographs.

A Fair Deal? In Britain deals with the development of the Welfare State and looks in some detail at the way it works now. Again a family is the vehicle for information. Gran moves in and we are told about provision for the elderly. Tracey has to go to hospital and we learn about the growth of the NHS. Brian worries about going to secondary school, and we are shown diagrams and photographs about the development of state education.

These are very ambitious books. They cover a lot of ground and have the entirely praiseworthy aim of leaping beyond the ethnocentricity of so much school study. I fear they will be conceptually difficult for junior school children and, indeed, would be helpful in many curricular settings all the way up to the fifth form of the secondary school. For younger pupils they will require careful teacher support and lots of back-up of other resources.

Part of me wants to say, too, that the way to teach under-thirties about co-existence is by classroom discussion, role play and varied creative activity. I would be disappointed if schools embarked on study of the BEC without considering the more effective needs of their pupils. This, though, is a moan about the educational climate which demands factual books like this, and not about the books themselves, which are excellent even though they are quite rightly demanding in style and scope.

Gerald Haigh

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Avowed intent

Shirley Toulson follows the pilgrims' ways



Island.

Pilgrimages - journeys undertaken for a spiritual purpose - played an important part in medieval social and political life. Until the Reformation they were made by commoners and kings as a means of penance, and in the hope of obtaining some blessing either in this world or the next. Chaucer has immortalised our imaginations of the idea of pilgrimages as 14-century package tours; and, undoubtedly, for many people who only left their birthplace once in a lifetime, a spring-time journey must also have been a holiday.

In the same way, many contemporary 'pilgrims' who take the coach trips organized by the various churches to cathedrals and other holy places, are having a pleasant day out. By contrast, the long and often difficult walks that some people are now making in the true spirit of pilgrimage would be much better understood in the early Middle Ages. I am thinking of the annual walk undertaken in Scotland from Motherwell to St Ninian's Whithorn on the Solway Firth, and in England from Jarrow to St Cuthbert's Lindisfarne, as well as the longer, back-packing European pilgrimages to Canterbury, Iona and Compostela organized on a non-profit making, non-sectarian basis by Carroll and Kost Simons.

In addition to their trials on land, the pilgrims who walked across Wales

towards Bardsey Island - the burial place of saints - had to look forward to the formidable currents caused by the conjunction of seven tides, which separated them from their goal. Other pilgrims, who had to complete their journey by water, faced the crossing of the Solway Firth to reach St Ninian's stone church at Whithorn; or took frail craft from the Scottish mainland to Mull before braving the often turbulent sound that separates that island from Iona.



St Winifred's Well or Holy Well c1750

where the road crosses the river Bannoch. In 1441, the pressure of pilgrims, both Scots and English, was so great, that Margaret, Countess of Douglas petitioned the Pope for an indulgence to compensate her for having to rebuild the bridge.

Like many another shrine, Whithorn drew its royal pilgrims, seeking strength in battle as well as personal consolation. James IV went there almost every year, staying at Glenluce Abbey to the north west, and accompanied by great retinues including a company of minstrels. His last pilgrimage was made in December 1512, nine months before his death on Flodden Field. Two centuries before that, Robert the Bruce, sick and mourning the death of his beloved wife, Elizabeth, who had died while on a pilgrimage of her own to the northern sanctuary of the 10th century Duthac at Tain, came to Glenluce on his way to Whithorn. These two Scottish Kings were followed by the tragic Queen Mary, harassed by her cousin, Elizabeth of England. She came to seek solace at Whithorn in August 1563.

The pilgrimage journeys undertaken in Wales were extensive. The three great pilgrimage centres were St David's, and the chapel of his mother, St Non on the northern extremity of St David's Bay; the well of St Winifred on the northern marches; and Bardsey Island. Particularly pious pilgrims might set out to visit all three places, recuperating a little from their journey at the Clisterian Abbey of Strata Florida founded in 1143, as they went from south to north.

The ruins of St Non's chapel stand in a field by the sea, half a mile from the cathedral. Built sometime before the 10th century and now consisting only of low walls open to the sky, the ruins are hallowed by a single slab engraved with a Celtic cross. Close by is St Non's well, still retained as a place of pilgrimage.

The Welsh journeys were considered difficult that in 1224 the Pope conceded that two pilgrimages to St David's ('the seek David') were equivalent of the 'one-even, more formidable journey to Rome' ('to seek the apostles'). The same dispensation was granted in the case of Bardsey

Island. Less difficult of access for geographical reasons, but much harder on account of political strife was the shrine of St Winifred's at Holywell, still a place of pilgrimage and one which could be deemed the British Lourdes for the reputation of its healing powers. The present chapel over the well was built in the 15th century, probably at the instigation of Henry VII's mother, Lady Margaret, Countess of Richmond. It was, however, a place of pilgrimage long before that, and there is at least one record of a journey being made to Holywell in



the early 12th century for 'great merits and ghostly advantage'. Even that pilgrim must have been following in generations of footsteps, for according to legend the waters of the well sprang out of the ground when the 7th century Winifred was beheaded and subsequently restored to life by her mother St Beuno, who had established a monastery in this place.

St Winifred's feast day (November 3rd) was being honoured in Caerlaverdy in the 14th century, even though the pilgrimages to the comparatively new shrine of Thomas à Becket were then rivaling those of the 7th century saint. Holywell still drew its royal pilgrims. Adam of Usk recorded that Henry V 'with great reverence went on foot in pilgrimage from Shrewsbury to St Winifred's wells in North Wales' as thanksgiving for his fortunes at Agincourt. Of course such royal pilgrimages were closely linked with the fortunes of the abbey connected with the shrines. That is the social historian is the effect that these royal examples had on the common people of the land. Their pilgrimages go unrecorded, but the ways they went, marked across wild country by the remains of the crosses that once showed them their route.

Shirley Toulson is author of 'Celtic Journeys' (Hutchinson 1988). She is currently working on a book on the Celtic church.



Can economic history survive A level?

asks Hugh Bodey

Two syllabuses were almost identical, and time was available to extend coverage to include those matters that only figured on one or the other. I had had some years experience teaching for both boards, and believe that the test was as near fair as possible in a teaching situation. The results were as follows:

candidates	Board A	Board B
1982/1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26

Candidate No 15 only sat the one exam and is omitted from the comparison which follows. The two boards agreed about the grades that should be

awarded to five candidates. Of the remaining 80 per cent, Board A gave 6 candidates higher grades than Board B, but the board gave 14 candidates higher grades than Board A. Looked at another way, the two boards agreed that 5 candidates should fail and 12 pass but Board A passed 2 that Board B failed and Board B passed 6 that Board A failed.

A sample of 25 is not sufficient to justify bold claims. Even so it seems somewhat surprising that the boards agreed the appropriate grade for only five of the candidates. They were only one grade apart in the case of a further 10, which may have been only one mark but could have been a wider gap. Support for that comes from the fact that they were two grades apart with five candidates, three grades apart with four of them and four grades apart with candidate No 4.

It might be expected that there could be the difference of a grade between boards, if only because there is only one mark separating one grade from the next. When it comes to a difference of two grades, a likely explanation is that the luck of the questions was more favourable on one board's paper than another. Should a candidate's A level grade depend on luck to such an extent, when so much is made to depend on the grade? The universities that exert such an influence on A level examining are among the most inflex-

ible when it comes to varying the entry requirements to their own departments. I have heard lecturers with responsibility for admissions agree that examining cannot be precise in history, and in the next breath insist that they will have the pattern of grades they stipulate and no other. What perversity!

Part of the trouble is that university lecturers do not know what to expect from students at A level. They only see themselves the ones that excel in economic history and who wish to study it for a degree. They never see the others - those who might take it as a third A level for quite a different object, still less the bulk of A level candidates who simply need to pass but whose grade is of no importance for career aims. Do syllabus designers ever stop to consider what it is reasonable for a 16-year-old to be attempting in the first year of A level? Do examiners have first hand knowledge of what the average candidate can achieve at 18? Do they even care, or are they simply concerned to sift out those who can perpetuate university economic history and never mind the rest?

Candidates are scarcely aware of the lottery that awaits them. As both Peter Lawrence and Jonathan Hughes have said about history, there is no forecasting what topics are going to be examined out of syllabuses that range

from being vague to very extensive. Then there is the 'choice of questions' lottery. Mathematical colleagues tell me that where a candidate must answer four questions from a choice of 15 on each of two papers, more candidates could make a unique selection than the most popular board attracts in a year. This means in effect that they are taking as many different exams. For what the students do not know is that the marking standards will be adjusted in the light of overall performance. If the examiners find that one question is being answered very well, the entire mark scheme will be lowered, despite the overall quality. Should borderline candidates choose three or four such questions, and they are likely to gravitate that way, efforts that might otherwise have earned them a grade E will now only give them an O level pass.

At the time that plans for the possible A/S exams are being laid, should not A level economic history teachers exert some influence to see that examinations beyond GCSE pay close attention both to the differing aspirations of the candidates and to what it is reasonable to expect of them. I know that much care goes into distinguishing one grade from another at the marking stage - I am less convinced that the framing of the syllabus or of questions provide equal opportunities to all candidates to achieve a just grade. Perhaps the Economic History Society could make itself a bridge between the teachers and the examiners.

Economic history has no need to be on the defensive about what it can offer its students. When sacrificed sheep are being sought by the flock, do we have to make it quite so easy for those who would not mind if the cull led to eventual extinction?

Hugh Bodey teaches at South Devon College of Arts and Technology.

Railway slides

Brunel in South Wales. Slide pack £7.50 incl p & p. South Glamorgan Institute of Higher Education, Library and Resources Centre, Cyncoed, Cardiff CF2 6XD.

Good, locally-produced curriculum resources can have a more general application, especially if they concern

themselves with a local facet of a national phenomenon or if they deal with historical figures of general importance. Thus, *Brunel in South Wales*, while being in one sense a piece of local history, is also useful in that it illustrates many of the general trends of industrial and transport history and it sheds a more detailed light on a particular part of the career of Isambard Kingdom Brunel.

The pack consists of a wallet containing 24 slides, a set of notes and two A4 booklets, one of which is a teachers' handbook and the other a guide and bibliography of the Brunel family.

The slides comprise both contemporary material - watercolours, maps,

documents - and photographs of sites as they are today. It is essentially a record of the Taff Vale Railway and as such is useful not just as a localized story but as an example of railway development.

At the price, it provides a useful and economical resource for my secondary and many primary schools in which the study of industrial history is part of the curriculum. Two further volumes are planned, which will deal with Brunel's broad gauge railways in South Wales and with his other engineering projects, including the two great steamships *Great Britain* and *Great Eastern*.

Gerald Haigh

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Carol Adams, Paula Bartley, Hilary Bourdillon and Cathy Loxton

Inspection copies are available from Elizabeth Wilson at the address below:

Cambridge University Press

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

Questing filmstrips

Towards the English Bible
Towards the English Church
The English Renaissance
Filmstrips £5.90 each; optional audio-cassettes £2.90
Visual Publications, 197 Kensington High Street, London W8 6BB.

These three new filmstrips come in Visual Publications' *Adventure of Man* series as a section entitled 'The Questing Spirit in England'. The high-quality reproductions are of primary source material, whose origins are meticulously detailed in the accompanying notes. Despite this care, the package does not carry the conviction that this is an ideal area for the filmstrip treatment.

The English Reformation was an intellectual movement, and the English Renaissance had far more to do with humanist scholarship and with literature than with the visual arts, at least until Italian influences began to affect English architecture significantly with Inigo Jones's love affair with Palladian forms in the 17th century. Elizabethan miniatures are perhaps an exception, but none of them appears here.

Consequently, there isn't an abundance of visual material to choose from for any of these topics. The result is too many of the same slides used twice or more in the three strips, and far too many shots of written sources - frontispieces, title pages, English Bibles, bits of prayer books, bits of plays, and a Papal Bull. Visual aids consisting of nothing but words are almost a contradiction in terms.

There are also too many portraits, for although children rarely fail to be interested in portraits of characters they know something about already, the likes of Linacre and Colet, Bishop Fisher and Sir Philip Sidney are not going to prove either striking or memorable to the pre-sixth form age group who look at filmstrips. Statues, which also figure quite prominently, are another well-known turn-off. Despite all this, you might still think that any good quality pictures are better than no pictures at all, to live up some admittedly rather dry topics. But beware of the narrative in the notes and on the cassettes, where all of the following ideas are at least implied, if not openly stated: the Puritans were a sect; they blighted much of the creative spirit in England; Oliver Cromwell led the Parliamentary resistance to Charles I; the Roundheads destroyed most of the houses of the aristocracy; Charles II achieved religious toleration.

None of this, unfortunately, is accurate; the questing spirit needs to quest a bit further, to get its history straight.

Jessica Saraga



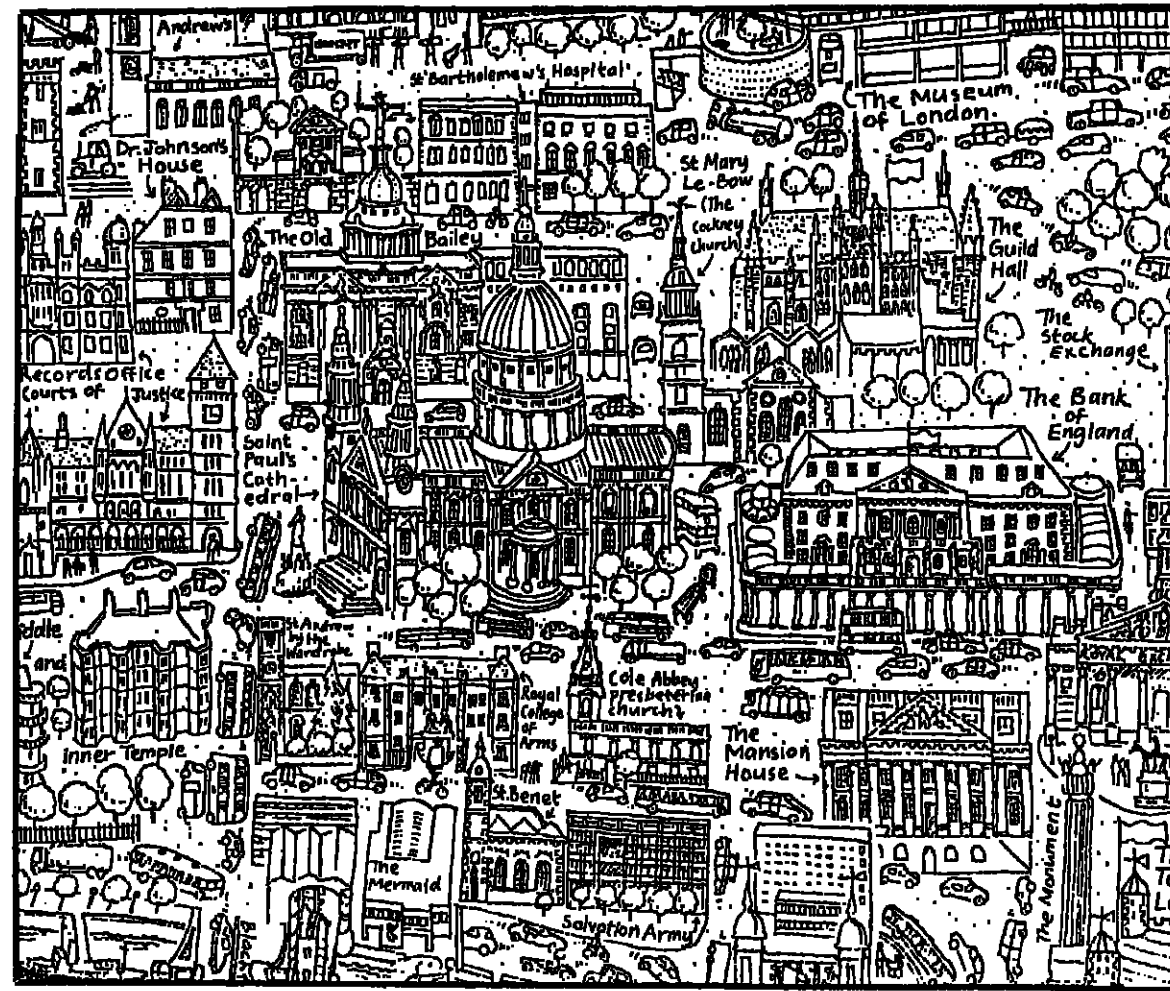
Life and colour

An extract from *London in a Nutshell*, the latest in a series of decorative and intricate coloured picture maps designed by Peter Smith, deputy head of Blacklands CP school, in Hastings, East Sussex. For the last year he and his wife, who runs a local playgroup, have produced educational maps of the Old Town, Hastings, Battle, Tenterden, Canterbury Cathedral, and Banbury. As well as indicating streets, buildings and famous landmarks, the posters, based on Ordnance Survey maps, offer tiny glimpses of local life and colour: Changing the Guard, riding in the park, theatre-goers on London's South Bank, street markets and traffic jams.

Their latest venture, "History in a Nutshell", is a strip cartoon designed to give primary school classes a basic outline of British history. A sequence of simple pictures and captions encapsulate history from dinosaurs to astronauts and provide a colourful and easily followed background of events; and the historical context within which more detailed studies of particular periods can be made.

They have also produced a black and white poster of the Natural History Museum, that would provide a delightful souvenir of a visit.

The coloured posters cost £2.45 (black and white £1.45) including postage and are available direct from P and M Smith, 10 Tackleyway, Hastings, E. Sussex TN34 3DE.



Foundations in fact

A case for concentrating on the everyday in history teaching
by Alan Clayton

Mark studied in a college down South. He made no bones about his contempt for stuck-up southerners as he thickened his Harry Potter accent, swilled Newcastle Brown exclusively and generally came on as The Poor - Honest - Northern - Lad - Trying - To - Better - Himself. The only subject he kept quiet about was that of his father, who was a banker. Once, he rose from a bath to rush dripping to the common room which informed that a "Typeside pop group, Lindisfarne - allegedly, his 'mates' - were on Top of the Pops. Bill, another student, privately adhered to the widespread supposition that Mark was a bit of a twit. However, whenever this feeling was expressed, Bill would swoop unquestioningly to

Mark's defence. You see, Bill too was a Geordie.

As the Bible can be used to prove any religious or moral theory, so the above illustration may be warped into a generalization with adroit manipulation of Dark Age literary sources. It could be said, for instance, that unlike those born in Newcastle, Liverpool or at their southern counterparts lack any fierce sense of regional loyalty and identity because all successful foreign invasions south of Watford - especially that of William the Conqueror - enforced a stricter demarcation and less social contact between overlords and subordinates. Though more obscurely chronicled, northern information suggests that intruders integrated themselves more readily into the existing structure because they were far less alien to a native population - raiders themselves in previous generations - with a closer affinity to Scandinavian rather than Latin roots. Outlines dissolved with greater ease via intermarriage, dialectic cross fertilization, trade and - most vital of all - mutual respect. As the preponderance of names like Eric Bloodaxe and Halfdan the Black Intimate, it was a rough Viking seduction - alas, screams and ultimate sweet surrender - rather than the cold Frenchified rape of 1066.

Of course, though there is a strong foundation in fact to substantiate Bill and Mark's instincts and attitudes, their example has so many holes in it that radically opposing ideas could be formulated without necessarily rethinking, ignoring logic or perverting folk lore.

These days, most aspects of the teaching of history seem to be similarly open-ended. Lately, many well-known heroes have gone down: Richard the Lionheart, Robin Hood and Bonnie Prince Charlie are three who have been transformed respectively into a sadistic homosexual, a non-existent thing, and a wife-beating alcoholic. Despite the pretty little story in Hazen's orange *Children's Book of Saints*, Edward the Confessor, apparently, turns out to be a Right Bastard at the time of writing. Indeed, if American biographer John Toland is to be believed, there is a case for Adolf Hitler to be re-assessed as Not-Such-A-Bad-Block-After-All. The memoirs of the fictitious, Sir Harry Flashman, give cause for new appraisals of many eminent Victorians. Nevertheless, it is feasible that more "new and rediscovered evidence" may attempt a restoration of earlier assumptions - until they are again amended.

As the deeds and personalities of the mighty are becoming more nebulous and ambiguous in retrospect, many traditional elements of history teaching built round specific characters and events may no longer even be categorized as "history" in the future. Therefore, in acquainting children with their heritage, care must be taken to define as widely as possible the myriad economic, social, archaeological, political, military and environmental undercurrents - and myths - that polarize and prejudice what we know as "historical events," "famous people" and "current affairs". In the past, history teaching has tended to focus on kings, statesmen, countries, policies, dates, etc, often with little macrostructural pattern or cohesion. Despite the efforts of Unstead and other worthy authors, architecture, pottery, agriculture and other "boring" areas have been seen as background to these issues rather than vice-versa. As the concepts at the heart of this discussion are being more publically supplanted and ended, it would seem that "historical events" of old have become a less tangible basis for instigating investigation.

This means that greater efforts must be made to brighten the eternal everyday verities and mundanities of Roman roads, crop rotation, enclosures, spinning jennies, Puffing Bunnies and the Lee-Enfield rifle - all of which must be given an identifiable face. This may be contrived and introduced by, perhaps, discussing something from the students' own experience and working backwards. Underdeveloped notions of passing time and preference for concrete operations - particularly in the primary school - insists that it is a questioning climate of the mind rather than raw, uncritical knowledge that is the end when, instead of learning dates or textbook dogma, a child may, for example, be picking the bones from the tape-recorded ramblings of a dotard war veteran or analysing photographic data. He may be systemizing a chronology on a wallchart or a Orwell's *Clergyman's Diary*, writing creatively about statistical findings, conducting field work about the history of the school and its immediate vicinity or rehearsing a part in an Edwardian Music Hall presentation. In the case of what might be the only remotely original information, his or her ever encounters, the child's considered opinion and interpretation of evidence is as valid as anyone else's - including yours.

Alan Clayton teaches at Caversham Park C.P. School, Berkshire.

Generous swathe

Martin Fagg

Cry havoc

The Barbarians: Warriors and Wans of the Dark Ages. By Tim Newark. Blandford £10.95. 0 7137 1462 X.

Tim Newark enjoys tales of heroic combat, and he is an enthusiastic student of the technology of war. He tells an exciting story. "Fear in the Forest" is about what the Germans did to Varus. "The Empire Fights Back" is Bellatrix walloping Vandals and Ostrogoths. You may guess who were "The Wolves of Wodan", and you will probably agree that the Huns, "The Most Terrible of All", earn their promotion out of chronology's sequence into a dramatic opening chapter.

Newark knows his chronicles well, and makes good use of their blow-by-blow narratives. Like them, he shows little interest in battlefield topography. Astonishingly, in a book crying out for them, there are no battle plans. Nor does any adequate map explain the tangled geography of the migrations, which the narrative succeeds only in confusing still further. But enthusiasm bubbles over when Newark discusses weaponry, with explanation and speculation based on slender orthodox evidence. There are comments, both orthodox and surprising, on the impact of the composite bow, the stirrup, and on changing styles in armour. Annoyingly, the tale is told with scant respect for the rules of punctuation; and among the new words of author or typesetter, have introduced is a splendid one to describe Viking habits: "scavenging".

The illustrations are intriguing. They fall into three categories. Photographs of assorted weapons, British Museum, mostly from the Sutton Hoo, are scattered at random; bits and pieces from Sutton Hoo appear in half a dozen places without any mention of the text. Sixteen brightly coloured paintings by Angus McBride illustrate episodes in the text; they are soundly based on what documentary and archaeological clues there are, supplemented by enlightened guesswork. Finally, there is a selection of engravings Victorian illustrated popular histories; noble Aryan heroes make heroic gestures, while misshapen oriental demigods wreak hideous havoc. The captions hint at some of the material, but Tim Newark's story suggests a different one. The material is usefully wedged to his respect for recent revisionism.

Some of the examples discussed in John Fine's first pamphlet illustrate just how entertaining, yet at the same time scholarly, historical questions can be. One where candidates were asked to assess the relationship between Charles II and Clarendon on the basis of some intimate notes pushed across the table between them at a Council meeting, shows that 17th century Cabinet business must often have been as inauspiciously tedious as, according to some recent participants, it is today.

The Contribution of History to Development Education edited by Sned

Shah (35p. 0 85278 256 X) is the Association's Teaching of History Discussion Paper 3. Despite its brevity it argues the necessity for a global dimension in all basic history teaching with considerable pungency.

A return to neutrality with The English Parish Church and the Local Community by J H Betsey (£2.00, 0 85278 278 0) in the Association's *Helps for Students of History Series*. Agreeably illustrated, this incorporates, in a small compass, a mass of useful info on the site, surroundings and structure of the typical parish church, and on its furnishings, fittings and decoration.

Room only for gods of acknowledgement and welcome to six stalwart newcomers to the ranks of Historical Association Studies published by Basil Blackwell. *Radicalism in the English Revolution 1640-1660* by F D Dow (£2.50, 0 631 13943 5) and *British Radicalism and the French Revolution 1789-1815* by H T Dickinson (£2.50, 0 631 13945 1) provide some telling comparisons and even more plangent contrasts. Politics in the Reign of Charles II by K H D Haley (£2.50, 0 631 13928 1) efficiently prunes one of the densest thickets in English political history to an intelligible coherence. *Blameck by Bruce Waller* (£2.50, 0 631 13962 1) does justice to both the genius and the monstrosity of this Teutonic Titan. *Decolonization: The Fall of the European Empires* by M E Chamberlain (£2.50, 0 631 13935 4) is concise and, considering its pamphlet size, inclusive run-down of the processes of imperial run-down. Finally, *Occupied France: Collaboration and Resistance 1940-1943* by H R Kedward (£2.50, 0 631 13927 3) is an alert and fair-minded chronicle of the four most tortured and intestine years in modern French history - from which, nevertheless, an extraordinary regeneration of the nation, accompanied by economic transformation, was to spring.

Fleet Street Editor

Two discs (state 40/80 single/dual) and manual for BBC Micro Mirrorsoft, FREEPOST BS4382, Paulton, Bristol BS18 5BR. £39.95 inc VAT

Fleet Street Editor could be the most significant software release of 1986. It is not only immediately useful to schools, colleges and ITCs for producing newsletters and handouts. It is also a powerful stimulus for news-gathering, creative writing and media studies. Furthermore, it is a tool for exploring the revolutionary events in the publishing industry which have themselves created so much news in the last few months.

The moderate quality of one's finished output can be seen in the illustration. This reflects the limitations of the current generation of medium-price dot-matrix printers. Once the program is driving a laser printer, truly professional results could be produced by the same basic system. It is no exaggeration to say that *Fleet Street Editor* heralds the beginning of affordable high-quality desktop publishing. The consequences of that revolution will reach much further than Fleet Street.

To use *Fleet Street Editor*, you need a BBC Model B, B+ or Master with at least one disc drive, a monochrome monitor and a printer with at least the graphic capability of an Epson FX80 (technically, 640-dot bit image mode). Many schools are already thus equipped, and in this respect, the program is much more accessible than its competitor *PageMaker*, which requires three vacant ROM slots and preferably a mouse. Because it is disc-based, *Fleet Street Editor* is easy to transfer from

one machine to another, and the program is easy to customise to suit different printers and arrangements of disc drive(s).

The program makes Macintosh-style use of icons and windows. Thus it effectively dispels the myth that 8-bit computers do a disservice to education because they fail to introduce pupils to how "real-world" computers operate. *Fleet Street Editor* will be released for three levels of hardware, all sharing the same style of user control. The present release is Level 1 (for the BBC and Amstrad 6128); Level 2 includes

MS-DOS machines like the Apricot, IBM PC and RML Nimbus, interfacing directly to phototypesetting (available September). Level 3 is the professional system for Atari ST and Commodore Amiga, and is promised for December.

Even on the humble BBC, the program makes drawing and manipulating images very simple - you use the cursor keys, space bar and RETURN to control icons that are mostly self-

explanatory. The SHIFT key speeds up the cursor movement for positioning windows for cut-and-paste and image editing. The main price of the BBC's hardware limitations is the cumbersome procedure for saving and transferring work between departments, and the need to assemble your page from small units called panels.

The program is organized into six "departments", loosely based on the running of a newspaper. The "Studio" is a drawing package that allows you to create drawings, to summon ready-made images from the "Graphics Library", or to combine the two seamlessly. "Icons" allow you to draw with a range of pens, normal and italic, to apply frames and fills, and to transform images by such means as reflecting, zoom enlarging and rubber-banding. Rotation seemed the only obvious omission - a feature available in *PageMaker*. The system preserves the previous version of your graphic so that retrieving mistakes is easy and experiments are encouraged.

The Graphics Library is itself a major asset to anyone who wants to achieve professional-looking results. Over 400 pieces of ready-made artwork between them cover a wide range of needs. The large display lettering and decorative borders are particularly suited to advertisements,

announcements and even poetry. Mirrorsoft are promising continuing customer support, with extension discs to the Library including Disney characters.

The "Copydesk" is a simple text processor providing insert, overwrite and delete (albeit slowly). It lets text flow around graphics to fit the panel space available. You can choose from four standard and six double-height fonts; alas, the quality of these is below what many printers can produce - though Mirrorsoft say that one of the library extension discs provides better



typesets. A really legible double-height font would be especially important for primary schools. Happily importing files from *View* and *Wordwise* is made easy. Like most "Copydesk" operations, you use the red function keys - whose keypad, however, is substandard.

The "Page Make-up" department is where you plan the page layout, choosing a template of either four or eight panels to an A4 page. The "Preview and

Print" department shows you a miniature image of the page, mainly useful for checking overall effects before sending the file for the slow but exciting process of watching it all being printed out.

Finally, the "Administration" department allows you to customise the program to suit your equipment - normally a one-off operation. A transfer icon lets you import Mode 4 graphics files created using other hardware or software - for example, digitized photographs of pupils for a "rogues' gallery". There is a postal service (from £1 per picture) for those who lack digitizing equipment.

Although moving around the system takes some getting used to, the excellent "Guided Tour" helps you make a start. It takes you by the hand through all stages of making up a panel. The other seven-eighths of your page have been provided on disc. Anyone who can follow instructions should soon be rewarded by printing out a complete page - an unusually motivating introduction to the package.

The manual - by Stephen Mercer and Pat Bitton - is a model of its kind: well-written, comprehensive and clearly illustrated. It even looks beyond the program to explain the publishing process. There is sound advice on paper size, reprography, presentation and binding. Alas, the manual does not always practise what it preaches, with undersized margins, cumbersome page numbering and a ring-binding that (although easy for Mirrorsoft to update) is inconvenient to use. But its content is excellent, over 100 pages that complement a powerful and friendly program written by Claire's Micro Supplies.

Jacquetta Meggery

Complex chemistry

by Sophie McCormick

The BioScience Software Series
Published by IRI Press in association with the Biochemical society.
BBC Micro £22.50 + VAT
IBM PC £42.00 + VAT
Back up discs (one per package) £2.50 + VAT
Extra copies of students notes £1.50 + VAT.

The latest five titles in this series from IRI Press have very close family resemblance to *Protein Structure and Enzyme Activity* which was reviewed previously (TES December 1985). The series, aimed at sixth form and first year undergraduate level provides sound and detailed biochemical factual information yet makes little to no use of the interactive nature of the computer as a learning medium.

Complex chemical structures and processes are described through screens of text and diagrams to such an extent that at times a book would be more interactive - it would at least allow readers to move back and forth at their own pace. Instead the software generally presents the user with the facts in a predetermined sequence at a rate controlled by the use of the space bar and at worst by a programmed time clock.

Computers are not generally good at graphic representation and less so at animation and it is a pity to see a technology which has so much to offer used as a poor substitute to a good video film sequence which can be as much if not more under user control using pause and fast forward/back facilities than a linear non interactive animation sequence. In some cases simple simulated experiments are included allowing the user to set one or two of the variables and watch the results.

Each software package, however, offers a comprehensive coverage of the topic in question and could be used as individual tutorial, extension or revision material, and be seen as a surrogate text on the subject. The material is sectioned into chapters each accessible separately and independently. A series of questions on the material in the same series

and identify gaps in understanding. The topics are useful and relevant to most biology courses at this level.

Molecular Aspects of Muscle Contraction: This program deals with the structure of muscle and the mechanism and control of contraction and includes digitised computer generated electron micrographs.

pH/Titrations: An explanation of the pH scale on to acid/base equilibria. The user is then able to carry out up to eight different simulated titrations choosing appropriate indicators. A description of amphoteric molecules introduces further titrations of any of the 20 common amino acids against an acid or alkali.

Photosynthesis - The Light Reaction: The program describes some general aspects of photosynthesis including presenting a series of experiments, the structure of chloroplasts and chlorophyll and the chemical structure and function of photosystems. Electron transport and NADPH and the chemiosmotic theory and ATP are described through a series of animations.

Nucleic Acid Structure and Synthesis: In this package similar sequences demonstrate the chemical structure of the nucleic acids, the experimental evidence that DNA is genetic material, the mechanism of DNA replication and an introduction to transcription.

The Genetic Code and Protein Synthesis: A series of diagrams and animation introduces the chemical basis of the genetic code and the translation of this code by RNA in the formation of proteins. Further sequences describe the utilization and movement of such manufactured proteins, the experimental evidence of the mechanism of synthesis and the occurrence and chemical basis of mutation.

In all cases the software is accompanied by notes replicating in some detail the contents of the program in a more descriptive way.

BBC versions of the programs were reviewed but versions for use with the ECUNET system can be obtained separately from the publisher. IBM PC versions are advertised as becoming available soon, as are further titles in the same series.

Mr Men Magic Storymaker
Mirrorsoft
BBC/Electron cassette £9.95
BBC Disc (dual 40/80) £12.95.

These enchanting programs use character merchandising to great effect. Roger Hargreaves' Mr Men are put under the child's control in a wide-ranging series of storymaking activities accessible to children from three years upward. The programs are exceptionally robust: even CONTROL-BREAK is disabled, so you have to switch off to load another program. The version released in March did not function correctly on the BBC Master, incidentally, but a Master-compatible release is promised for April.

Although six years is suggested as the upper age limit, I found that older children also enjoyed these programs and benefited from the practice in sentence-building. Instructions are contained in a splendid little booklet written simply, so that an older brother or sister could read and explain it to a younger sibling. The booklet is also very suitable for a primary teacher in a hurry! Full colour screen dumps and clearly legible word lists make it extremely easy to use. The language level is nicely judged: jargon-free but concise.

There are two series of activities - word-based and sentence-based. Within each series is a good range of levels. The simplest is purely pictorial: you select from a choice of locations (six), Mr Men (eight), weather conditions (six), facial expressions (six) and activities (18 in all) just by pressing



stories

RETURN when the appropriate icon appears. This provides a natural context for parent or teacher to introduce the vocabulary used throughout the stories.

Level two introduces words, but presented one at a time after the child has made his choice. Thus the elements of sentences appear in context with the word strongly linked to the icon that it describes. The next level makes the word accompany the icon, so that both are visible before choosing. Level four presents words without icons, and the one beyond gets the child to type the word from a list provided; no spelling errors are tolerated but upper-case/lower-case is taken care of. Finally, the child must type the word from memory, prompted only by icons.

This careful introduction of one complication at a time is exactly what programmed learning enthusiasts are always advocating - but, unlike so

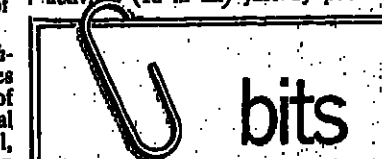
many teaching programs, the Mr Men software contains fun, surprises, animation, colourful graphics and sound. The menu that controls all this is reached by pressing SHIFT-5; unfortunately there is no confirmation of what level you are at, nor highlighting of the choice that you then select.

The second series is sentence-based and also offers progressive difficulty and interaction. Using the same vocabulary and icons as the word-based series, the program presents pictures with three- or four-sentence "stories" describing them. For example, "Mr Grumpy is feeling angry on the beach. It is a sticky day. He is hopping." The storyline may be simple, but the infant glee is considerable as Mr Grumpy executes his angry hops - which can be speeded up to frenzied fury by holding down any key.

Motivation is sustained because the story can spring into action after very little typing - the child need only fill in one word - though up to five are possible. (The level is controlled in advance, with a SHIFT-5 menu.) The educational benefit is that it is so easy to adjust the program to suit the child's language, spelling and typing ability. The cursor key lets you move on to a different screen or sentence type. And once the child has mastered Mr Men control by typing five words out of a 15- to 20-word story, she is on the road toward composing freely using a word-processor.

In short, these programs are appealing, educational and well-executed - a delight to review.

JM



bits

PRIMARY WORDPROCESSING
Pendown, described as a versatile wordprocessing system designed especially for primary schools children, has recently been released by Logotron. It comes on an easily fitted 1.6K EPROM chip for the BBC Micro and includes a wide variety of features including a dictionary, thesaurus and a font editor. The program costs £34 and substantial discounts for bulk purchases by L.E.A.s are available, say Logotron. The program will be reviewed on this page in the near future.

Logotron Ltd, Ryman House, 59 Marham Street, London SW3 4ND.
POWER SUPPLY
Pace Micro Technology have produced

an independent power supply unit for the BBC Micro. The stand-alone unit is designed to cope with the overheating problems of the BBC's integral power supply when additional peripherals are used. It takes 240 AC mains and gives out regulated +5V and +12V DC (+/-2%) and by power through four parallel sockets (the same type as used by the BBC). The unit is capable of supplying two single disc drives or one dual drive plus other devices such as Epprom Programmers. Price £39 + VAT. Available from dealers or direct from Pace, Juniper View, Allerton Road, Bradford BD15 7AG. Telephone (0274) 488211.

DATABASE
A new database system, called Supastore, has been developed by the Microelectronics in Education Programme together with Acorn and Educational Software for Micros. It will be distributed by Acorn and ESM.

The new database system has been specifically designed for educational use. It can be used by individual students to prepare their own course work or to store prepared information to be accessed during class. Supastore could also be used in administration to manage information for mailings, for stock management or library records. Further information from ESM, 32 Bridge Street, Cambridge CB2 1UJ.

BLUG CONFERENCE
The fourth annual British LOGO User Group course and conference is to be held at the University of Birmingham, Edgbaston, from Friday August 29 to Sunday August 31, 1986. The theme is "LOGO and Computers in Education". For further details and an application form write to BLUG '86, PO Box 79, Walsall, WS5 3BW.

Domesday 900

Virginia Makins visits a Winchester exhibition

Until November 1, the Great Hall at Winchester will be filled with eight enormous striped Norman tents. Inside them, the Domesday 900 exhibition gives a clear picture of how the Domesday survey was undertaken, and quite a lot of piecemeal information about Norman and Anglo Saxon England.

Outside, an extraordinary labour of love, in the form of a faithful reproduction of the Bayeux tapestry carved in oak over eight years by a sculptor from Normandy, tells the story of the conquest, giving a surprisingly vivid new view of the familiar pictures.

It takes a certain amount of reading and effort to make much of the exhibition, but it's worth it. The first tent introduces the survey, with annotated excerpts on the wall, facsimile pages, and a tape portraying the Domesday commissioners asking their questions: "We're looking for the reeve of this manor. Have you seen him?" "How many freemen? How many villeins?" "Is the Abbot here exempt from the King's tax?"

The next tent shows a complete set of Norman armour - costing about as much as a BMW sports car, we are told. A large electronic map relates the English lands given to William's chief barons to their Norman estates, and tells you a bit about them.

The other tents use models, slides, tapes and a diorama to show something of Norman architecture, Anglo-Saxon art, and to give a clear picture of how the Domesday survey was carried out, and then written by one scribe. There is a full-size model of William and a tape in both Norman French and modern English of him ordering the survey in 1085: "Let them be so thorough that not a single cow or ox or pig escapes the net." A series of large pictures show the commissioners at work.

Another life-size reconstruction shows a scriptorium, with the scribe at work, and describes the materials he used - how the ink and vellum were made - in enough detail that fascinated at least one 10 year-old consumer. A

big multi-screen slide show with details of Norman architecture is a good introduction to a visit to the cathedral, just down the hill.

A large model village gives plenty of detail about village life - though it may be difficult to absorb it if the exhibition is crowded. Theatrical lighting used to set off a display of Anglo-Saxon life, art and artefacts behind a forest screen is almost too hypnotic, and it would be easy for children to miss what the display was all about: for people who have read what it's about it works quite well.

The manageable size of the exhibition should encourage people to take it fairly slowly, and well-briefed or assiduous visitors should come out well informed about the Domesday survey, and with some quite vivid impressions about England under the Conqueror.

An information pack is available in advance, costing £5 but designed for easy and unlimited copying. (The use of coloured paper means that copies come up a bit grey, but perfectly clear.) It starts with an unbelievably silly sentence - "The Normans were an enigmatic people" - and could have done with a better introduction to the extent of Norman influence in Europe.

But it contains good material on the Domesday book, and background information about Norman England to help make more of the exhibition, written in typical, somewhat turgid, information book prose, but broken into short sections with good illustrations which would be easy to use in schools with secondary and older primary children.

Entrance to the exhibition costs £1 for children (75p per child for school visits) and £2 for adults (£1.50 for schools). Family tickets, admitting two adults and up to three children, are £5. Free guides are available for groups, but must be booked in advance. Information from: Domesday 900 exhibition, City Offices, Colebrook St, Winchester, Hampshire SO23 9LJ. Tel: (0922) 69996.

RESOURCES



Above: model of the Winchester Scriptorium where the Domesday Book was written. Below: William the Conqueror.



MEDIA

briefings

radio & tv

Continuing Education and General Interest

THE MUSIC MAKERS

(Saturday, 15.00 VHF 4)
Music critic, Edward Seckerson presents interviews with some of Britain's outstanding musicians and composers. Here he examines the work and career of singer Sarah Walker.

BRAINWAVES

(Sunday, 17.00 VHF 4)
A new series in which Margaret Percy investigates courses for adults, evening classes and colleges places in time for enrolment in the autumn.

GET BY IN GERMAN

(Sunday, 17.30 VHF 4)
A short series to give holidaymakers and businesspeople alike enough German to be able to book a room, order a meal, get directions and make initial contacts.

SLIMBRIDGE
(Sunday, 19.15 C4)

This "Worldwide" programme takes a look at the Slimbridge Wildlife Trust, created on the river Severn by Sir Peter Scott. The curator, Mike Ounsled, shows off the collection of international birds and explains how the refuge for swans and wild geese was set up.

A WORLD OF THEIR OWN
(Sunday, 22.15 R4)

What is it like to have an autistic child? How can families cope with a child who looks normal but will forever be different? Bert Toth, whose ten-year-old son is autistic, discusses the plight of the families, offers advice on tackling the simplest skills and highlights the joy that can accompany the tragedy.

THE INNER EYE
(Monday, 22.00 C4)

A new series in which psychologist, Nicholas Humphrey explores wide-ranging questions about human consciousness and behaviour. Visits Tahiti to expand on his own theory.

THE ROAD TO JERUSALEM
(Tuesday, 19.20 R4)

What made Britons rediscover the Holy Land in the 19th century? Why did a visit become part of the Grand Tour? Carole Rosen investigates the religious, political and archaeological motives of the travellers.

O'DONNELL INVESTIGATES - THE FOOD BUSINESS
(Tuesday, 19.30 BBC2)

A four-part series where Dr O'Donnell looks at how changes in agricultural, economic and political policies could create a healthier population in Britain. Here he concentrates on the way EEC policy could be changed to help prevent heart disease.

TIREZ SUR LE PIANISTE
(Wednesday, 22.00 C4)

The second in a short series of early films by François Truffaut. Charles Aznavour stars as a shy pianist, whose brothers draw him into a world of crime.

HEALTHY LIVING - GO FOR IT
(Thursday, 17.35 BBC1)

Robbie Vincent presents ways to become more healthy. Highlights four areas of importance: food, smoking, drinking and exercise. Each of the eleven programmes features a "Blot of the Week" and shows the progress made by families taking part in the "Go For It Challenge".

WORLDWIDE
(Thursday, 20.00 C4)

A weekly magazine programme focusing on environmental matters to complement the series shown in Worldwide.

Peer pressure

by Nick Baker

Not Just Zammo
BBC 1
April 1

Zammo, for non-Grange Hill devotees is Zammo McGuire, the likeable lad from a nice family who got involved with heroin in the last series. It was a brave step for Grange Hill to tackle the drugs problem, because there was always the danger that as well as warning young viewers off, it would introduce the idea of drugs into the heads of younger children who might have been hitherto ignorant of their existence.

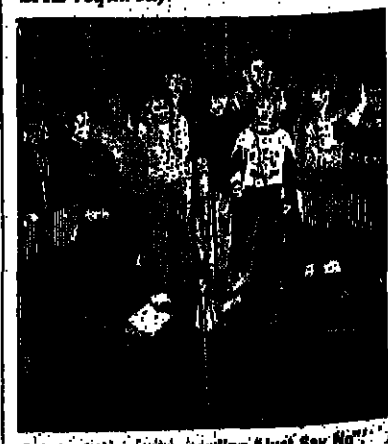
However, the story was planned and researched with great care. Zammo gets found out, visited by the police, humiliated by his own weakness, and eventually is set on the road to rehabilitation. The one off Drugwatch/Newsround special broadcast on Tuesday hammered home the points explored in this drama, with not as addict in sight, either in the studio audience of the filmed inserts. Instead, those increasingly familiar (but nonetheless necessary) strategies about how to say no, some clips from recent anti-drugs propaganda and another airing for the "counting the beats" experiment to demonstrate how easily people can be led on to conform.

The experiment involves four people conspiring to persuade a fifth that he or she heard one more drumbeat than was actually played. Unaware of the conspiracy, the fifth inevitably goes along with the crowd, even though sleep in his or her mind is the conviction that the others miscounted. Peer pressure is a powerful force, not

only among the young. Apparently, the experiment is equally effective with all age groups.

In keeping with current thought about health education, the programme, presented by Nick Ross and John Craven, was informative, realistic (involving comparisons with tobacco and alcohol and reporting that not all drug abuse is fatal) and above all, positive. One slight problem about showing the healthy alternative to drugs is that too much use is made of sporting images, that aren't to everyone's taste. In any event, the Grange Hill Mob's jolly recording of "Just Say No" available on BBC Records and recorded Live Aid style to support drug rehabilitation charities, deserves everyone's support.

(The Not Just Zammo Fact Sheet is available free from Not Just Zammo, BBC TV, London W12 8QT. Large SAE required).



Some of the cast recording "Just Say No".

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant		Home Economics		Mathematics		Colleges and Departments of Art		Child Care		Lectures	
Primary Education		Mathematics		Modern Languages		Other Appointments		Educational Psychologists		Personal Announcements	
Headships		Music		Pastoral		Polytechnics		Examiners		Conferences	
Deputy Headships Senior Masters/Mistresses		Physical Education		Religious Education		Other Appointments		Miscellaneous		For Sale and Wanted	
Heads of Department		Science		Social Studies		University Appointments		Outdoor Education		Holidays and Accommodation	
Scale 2 Posts		Speech and Drama		Other than by Subjects		Research Posts		English as a Foreign Language		Field Study Centres	
Remedial and Special Needs Teaching Posts		Other than by Subjects		Sixth Form and Tertiary Colleges		Colleges of Higher Education		Appointments Wanted		Home Exchange Holidays	
Scale 1 Posts		Scale 1 Posts		Headships		Other Appointments		Educational Courses		Business opportunities	
Middle School Education		Deputy Headships Senior Masters/Mistresses		Heads of Department		Adult Education		Tuition		Properties for Sale and Wanted	
Headships		Scale 2 Posts		Scale 1 Posts		English		Youth and Community Service			
Deputy Headships Senior Masters/Mistresses		Scale 1 Posts		Independent Schools		Art and Design		Overseas Appointments			
Computer Studies		Headships		Headships		Classics		Administration			
English		Special Education		Art and Design		Geography		Local Education Authority			
Mathematics		Deputy Headships Senior Masters/Mistresses		Craft Design & Technology		History		Administration General			
Secondary Education		Heads of Department		Economics & Business Studies		Mathematics					
Headships		Scale 2 Posts		English		Modern Languages					
Deputy Headships Senior Masters/Mistresses		Scale 1 Posts		Geography		Music					
Remedial and Special Needs Teaching Posts		Independent Schools		History		Pastoral					
Art and Design		Headships		Geography		Physical Education					
Commercial Subjects		Art and Design		Other than by Subjects		Science					
Computer Studies		Craft Design & Technology		Economics & Business Studies		Other than by Subjects					
Craft Design & Technology		Economics & Business Studies		English		Colleges of Further Education					
Economics & Business Studies		English		Geography		Directors and Principals					
English		Geography		History		Heads of Department					
Geography		History				Other Appointments					
History											

Primary School Education

Headships

BARNET LONDON BOROUGH
Required September 1986
22 Mary St. E. JMI
Schools
N3 1TH
Belt 371

HEAD TEACHER - Group 6
Applications are invited from suitably qualified and experienced candidates. Practising Anglican preferred but committed Christian of other faiths will be considered. Clear School - Church links. Removal of religious and separation allowances available.

Application forms and further details (SAE) obtainable from the Director of Educational Services, Town Hall, Barnet, Herts. EN4 6JF, and returnable to the Chairman of the Governors, 13 Finchley Road, Finchley, N3 2HT. Closing date: 18th April 1986. 110010 (02848)

HAMPSEIRE ALTON COUNTY INFANT SCHOOL
Normandy Street, Alton GU34 1DA
Headteacher required January 1987 for this Group 3 Infant School.
Further details and application forms available from Area Education Officer, Southgate House, St. Swithun Street, Winchester, Whitehaven CA28 7BG, to whom completed forms should be returned by 18.4.86 (see plans). 108684 110010 (08470)

EAST SUSSEX DOWNS COUNTY INFANT SCHOOL
Pittville Road, Brighton BN1 6JA
Headteacher for this Group 3 Infant School.
Relocation grants in approved cases.
Application forms and further details (SAE) obtainable from the County Education Officer, PO Box 4, County Hall, Brighton BN1 1JG. Closing date: April 1986. 108298

HEREFORD AND WORCESTER COUNTY COUNCIL BIRCHILL PRIMARY
Hereford HR4 7RP
Required from September 1986. Headteacher for this Group 3 Infant School. Number on Roll 34 as at 1st September 1985.
Application forms and further details are available from the County Education Officer, 128W, Worcester NR3 3AG.
Closing date: 23rd April 1986. 108691 110010

Headteacher

Group 6

CHEAM COMMON JUNIOR SCHOOL

Kingsmead Avenue
Worcester Park, Surrey

To commence duties on 1st September 1986.

There are approximately 340 pupils on roll.

Further particulars and application forms available from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (S.A.E. please).

Closing date: 18th April 1986.

LONDON BOROUGH OF **SUTTON**

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £264 p.a. throughout the County.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

HEADSHIP

ALL SAINTS' C of E FIRST SCHOOL
Tilford Road, Tilford, Farnham, GU10 20A
NOR 41

HEADTEACHER required September 1986 for this Group 1 Voluntary Aided Church of England First School for pupils aged 5-8 years. Applicants should be committed Christians, preferably communicant members of the Church of England.

Salary scale £10,386 - £11,596 p.a.

Application form and further details from South West Area Education Officer, 14a/b North Street, Guildford, Surrey GU1 4AF.
Closing Date - 16th April 86

Wiltshire

Primary Education

HEADTEACHER POST

Stanton St. Quintin County Primary School, Stanton St. Quintin, Chippenham SN14 6DQ
Group 2

HEAD TEACHER
Required from September, 1986, for this attractive school with self-contained site and buildings.
Application form and further details (SAE please) from Chief Education Officer (Ref. ST/7APM), County Hall, Bythesea Road, Trowbridge BA14 8JB. Closing date for completed forms 14th April 1986.

SCALE 1 POST
Bulford Hail County Primary School, Hail Road Bulford Camp, Salisbury SP4 9NH
Group 4

Required for September 1986 in the Nursery Unit. Ability to work in a team is particularly important. A strong commitment towards direct involvement with families is also an important requirement of the post. Preference will be given to Candidates whose training and experience has spanned the preschool years.
Application Form and further details from and returnable to the Headmaster by the 21st April 1986.

SPECIAL NEEDS SCALE 2 POST
Wentley 1/2 School, Langstone Way, Westles, Swindon SN5 7BT.
Head Teacher: Mr. A. Lovell
Estimated N.O.R. April, 1986 - 230

TEACHER RESPONSIBLE FOR SPECIAL EDUCATION NEEDS - SCALE 2

Due to promotion, an able and enthusiastic primary school teacher is required from the start of the Summer Term, 1986. To be responsible for a unit for children with special learning difficulties which is totally integrated into the school community. Candidates should have a special interest in, and understanding of, children with learning difficulties. Additional qualifications in this field would be an asset although not a requirement.
Letter of application, C.V., and names and addresses of two referees to the Head Teacher at the school as soon as possible.
Penhill Junior School, Haddington Close, Penhill, Swindon.
Head Teacher Mr. M.A. Barrett
Primary Teacher Scale 1(S) required. See advertisement index Primary Remedial and Special needs Teaching.

4

11 days Available for Recording From Sunday 6 April 1986
Approximate Transmission Times.

Monday 7 April
8.30pm Early Evening Talks A Story For Kids C
10.00pm The Inner Eye For Kids P

Tuesday 8 April
5.30pm Familytime For Kids C

Friday 11 April
10.30pm World Being TV For Kids B

Saturday 12 April
6.00pm Night to Reply For Kids A
For more information contact:
GUILD LICENSING
6 Royce Road,
Peterborough, PE1 5YB
(0733) 315315
Late Changes (0733) 312182

PRIMARY HEADSHIPS

continued

HERTFORDSHIRE

ST. PAUL'S R.C. J.M.I. School, Hemel Hempstead, Herts. EN7 6LR (N.O.R. 11.7.88) 110010

Headteacher required for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Hemel Hempstead, Hemel Hempstead, Herts. EN7 6LR. Tel: 0464 551111. (08582)

LANCASHIRE COUNTY COUNCIL

continued

CLITHEROE ST. MICHAEL & ST. JOHN'S R.C. CATHOLIC

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Clitheroe, Lancashire. Tel: 0562 551111. (08582)

MERTON LONDON BOROUGH OF

continued

EDUCATION COMMITTEE

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Merton, London. Tel: 01-894 1010. (08582)

BEXLEY LONDON BOROUGH OF

continued

EDUCATION COMMITTEE

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Bexley, London. Tel: 01-894 1010. (08582)

EAST SUSSEX GROVELANDS COUNTY

continued

EDUCATION COMMITTEE

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, East Sussex. Tel: 01-894 1010. (08582)

ESSEX ST. FRANCIS R.C.

continued

EDUCATION COMMITTEE

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Essex. Tel: 01-894 1010. (08582)

PRIMARY DEPUTY HEADSHIPS

continued

EAST SUSSEX

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, East Sussex. Tel: 01-894 1010. (08582)

BARKING AND DAGENHAM LONDON BOROUGH OF

continued

EDUCATION COMMITTEE

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Barking and Dagenham. Tel: 01-894 1010. (08582)

ESSEX THE BISHOP WILSON C. OF

continued

EDUCATION COMMITTEE

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Essex. Tel: 01-894 1010. (08582)

SHROPSHIRE EDUCATION COMMITTEE

continued

EMPLOYER

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Shropshire. Tel: 01-894 1010. (08582)

SEFTON METROPOLITAN BOROUGH

continued

EDUCATION COMMITTEE

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Sefton. Tel: 01-894 1010. (08582)

Deputy Headships

continued

Second Masters/Mistresses

Headteacher for September 1988. Must be a practising Catholic and hold a Catholic Teacher's Certificate. London. Further details available from the Education Officer, Deputy Headships. Tel: 01-894 1010. (08582)



(Equal Opportunity Employer)

Substantially qualified and experienced teachers required for 1,200 for following Headships. Application forms and further particulars obtainable from Director of Education and Arts, P.O. Box 63, Paderborn House, City Centre, Bolton, BL1 1JW to be returned thereto or as otherwise stated by 18.4.88.

St. William's R.C. School, Nugent Road, Bolton, BL3 3DE

HEAD TEACHER, GROUP 4

Possession of Catholic Teacher's Certificate would be considerable advantage. Completed applications to be returned to Rev. T. Bratley, The Presbytery, 76A Lever Edge Lane, Bolton by 18.4.88.

Chester Lane C.P. School, Seakirk Road, Bolton, BL1 7EN

HEAD TEACHER, GROUP 3 (PLUS SPS ALLOWANCE)

Montgomerie C.P. School, Entwistle Street, Bolton, BL2 2RH

HEAD TEACHER, GROUP 4

Mytham C.P. School, Mytham Road, Little Lever, Bolton, BL3 1JG

HEAD TEACHER, GROUP 5

Western C.P. School, Clough Ave., Westhoughton, Bolton, BL5 2HJ

HEAD TEACHER, GROUP 4

All Saints R.C. School, Devon Street, Farnworth, Bolton, BL4 7PY

HEAD TEACHER, GROUP 4 (PLUS SPS ALLOWANCE)

Completed applications to be returned to Rev. A. Courtney, St. John's Vicarage, Church Street, Kearsley by 18.4.88

Harwood Meadows C.P. School, Orchard Gardens, Harwood, Bolton, BL3 3PB

HEAD TEACHER, GROUP 3

(0513)

ORKNEY ISLANDS COUNCIL

EDUCATION DEPARTMENT

Papa Westray Primary School

(Roll 4)

HEAD TEACHER

Applications are invited from qualified and experienced primary teachers for the above post. Applicants must be registered with the General Teaching Council for Scotland.

The salary is in accordance with the Scottish Teachers Salaries Memorandum plus a responsibility payment of £1,323 and an island allowance of £1,101 per annum.

A school house with garage is available and assistance is given with removal expenses.

Further details and application forms (to be returned not later than 28 April 1988) may be obtained from the Director of Education, Council Offices, Kirkwall, Orkney.

(0511)

Shropshire Education Committee

continued

An Equal Opportunities Employer

PRIMARY HEADSHIP

BURNHAM PRIMARY AND SECONDARY GROUP 1

Application is invited for the headship of:

Oakenfold Nursery School, Hartshill, Oakenfold, Telford TF2 6AL

Available from the beginning of the Autumn term 1988.

Application forms and further particulars (SAE) from:

County Education Officer, Education Department, Shirehall, Shrewsbury Tel. 254408

To be returned by Friday 11th April 1988.

(0191)

Shropshire County Council

Shropshire Education Committee

continued

Equal Opportunities Employer

PRIMARY HEADSHIP

Burnham Primary and Secondary Group 3

Applications are invited for the headship of:

Woodside County Infant School, Wensley Green, Woodside, Telford TF7 5NW

Available from the beginning of the Autumn term 1988.

Application forms and further particulars (SAE) from:

County Education Officer, Education Department, Shirehall, Shrewsbury Tel. 254408

To be returned by Friday 11th April 1988

(0120)

Shropshire County Council

LONDON BOROUGH OF CROYDON

continued

Invite applications for the following

HEADSHIP

ST. MARK'S C OF E JMI SCHOOL

Albert Rd., London SE19

Tenable: 1st September 1986

The School has a strong and happy relationship with the Parish Church.

Salary Head Teacher Group 4

plus London Allowance of £678.

Reasonable removal expenses will be reimbursed.

Application form and further details obtainable from and returnable to the Director of Education, Education Department (TAS), Tabernacle House, Park Lane, Croydon, CR9 1TP. (Tel: 01-884 4433, Extn. 2609).

Closing date 18th April 1986.

Previous applicants will be automatically reconsidered.

This post is exempt from the LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome.

(0142)

SURREY COUNTY COUNCIL

continued

DEPUTY HEADSHIP

ST. JOSEPH'S R.C. FIRST AND MIDDLE SCHOOL

Rosebank, West Street, Epsom

DEPUTY HEADTEACHER required for this Group 5

Voluntary Aided school for pupils aged 5-12. Estimated number on roll (January 1987) - 297. Applicants should preferably be Roman Catholics.

Salary Scale £9771 - £12177.

Application forms and further details from North East Area Education Office, 7 Monument Hill, Weybridge, Surrey. Telephone Weybridge 52811.

(0294)

DEPUTY HEADTEACHER

continued

Broadwater C.E. (Aided) First & Middle School, Rectory Gardens, WORTHING

Deputy Headteacher required September for this Group 6 First & Middle School (6-12 year age range).

Applicants should be successful teachers able to lead in curriculum development and classroom practice; experience with infants an advantage.

The Governors seek to appoint a person in sympathy with the ethos of a Church School in an Evangelical Parish.

Details and application form from Area Education Office, 15 Mill Road, Worthing BN11 4NH (s.a.e. please).

Closing date - 25th April

(0174)

west sussex

NORFOLK

continued

LONDON FIRST SCHOOL

Kittens Lane, London, Norfolk

N.O.R. 117, 5-8 years

Required September 1986.

Deputy Head (Group 3)

Experienced enthusiastic teacher, able to lead in language and music an advantage.

Application forms and further details from the Headteacher, 124 London Road, London, Norfolk. Closing date 18.4.86. (08505) 110012

SUFFOLK COUNTY COUNCIL

continued

SPRINGFIELD INFANTS SCHOOL

Springfield Road, Ipswich IP1 2EP

2-7 roll 509

Applications are invited from qualified teachers for the post of Deputy Head Teacher of this Group 4 school. Some musical ability would be an advantage.

Further details and application forms obtainable from the Head at the school, s.a.e. please. Closing date for application 18th April. (08528) 110012

Scale 1 Posts

continued

CAMBRIDGESHIRE

continued

Huntingdon Area

RAMEY JUNIOR SCHOOL

Ramey, Huntingdon.

Required for September 1986. A qualified teacher with experience in the primary school. Ability to play piano essential. Post available for newly qualified teacher.

Application forms and further details from the Headteacher (SAE please). Closing date 18th April. (08571) 110022

Scale 2 Posts and above

continued

CAMBRIDGESHIRE

continued

MILTON Opportunity Employer

MILTON JUNIOR SCHOOL

Milton Road, Cambridge CB4 6JZ

Required from September 1986. A qualified teacher with experience in the primary school. Ability to play piano essential. Post available for newly qualified teacher.

Application forms and further details from the Headteacher (SAE please). Closing date 18th April. (08571) 110022

Scale 2 Posts and above

continued

CAMBRIDGESHIRE

continued

MILTON Opportunity Employer

MILTON JUNIOR SCHOOL

Milton Road, Cambridge CB4 6JZ

Required from September 1986. A qualified teacher with experience in the primary school. Ability to play piano essential. Post available for newly qualified teacher.

Application forms and further details from the Headteacher (SAE please). Closing date 18th April. (08571) 110022

Scale 2 Posts and above

continued

CAMBRIDGESHIRE

continued

MILTON Opportunity Employer

MILTON JUNIOR SCHOOL

Milton Road, Cambridge CB4 6JZ

Required from September 1986. A qualified teacher with experience in the primary school. Ability to play piano essential. Post available for newly qualified teacher.

Application forms and further details from the Headteacher (SAE please). Closing date 18th April. (08571) 110022

NORFOLK

continued

LONDON SE22

JAMES ALLEN'S LOWER SCHOOL

East Dulwich Grove, London SE22 8JH

150 girls aged 5-11

Required in September - a form teacher for a class of 15 pupils aged 5-11. The school is situated in a pleasant area and has a well equipped library and music room. A willingness to be involved in extra-curricular activities is more important.

Apply in writing to the Headmaster, James Allen's Girls' School, 150 East Dulwich Grove, London SE22 8JH. Closing date 18.4.86. (08525) 110022

Scale 1 Posts

continued

NORFOLK

continued

EASTERN AREA

continued

Vacancies will arise for September 1986. The following are the details of the posts available. Details of the posts are available from the County Education Officer, 22 Euston Road, Gt. Vernon, Weybridge, Surrey KT13 8EJ. Tel: Weybridge 52511. (08571) 110022

Scale 1 Posts

continued

NORFOLK

continued

WILTSHIRE

PENHILL JUNIOR SCHOOL

Head Teacher, Mr. M.A. Bennett

RE-ADVERTISEMENT

N.O.R. 183

Required for September 1986. A qualified teacher with experience in the primary school. Ability to play piano essential. Post available for newly qualified teacher.

Application forms and further details from the Headteacher (SAE please). Closing date 18th April. (08571) 110022

Scale 1 Posts

continued

NORFOLK

continued

WILTSHIRE

continued

PENHILL JUNIOR SCHOOL

Head Teacher, Mr. M.A. Bennett

RE-ADVERTISEMENT

N.O.R. 183

Required for September 1986. A qualified teacher with experience in the primary school. Ability to play piano essential. Post available for newly qualified teacher.

Application forms and further details from the Headteacher (SAE please). Closing date 18th April. (08571) 110022

Scale 1 Posts

Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Unless otherwise stated, the following are required for 1st September, 1988, and the closing date is 17th April, 1988.

SECONDARY SCHOOLS

Forms/further details from/to the Headteacher at the school.
(S.A.E. please.)

LANCASTER GIRLS' GRAMMAR

Regent Street, Lancaster. (823 on Roll)
DEPUTY HEADTEACHER - Group 10

PENWORTHAM GIRLS' HIGH

Cop Lane, Penwortham. (745 on Roll; Incl. 134 in 6th form)
1st September, 1988 or as soon as possible.
SECOND DEPUTY HEAD - Group 10

OVER WYRE ST. ADAN'S C.E. HIGH (SPECIAL AGREEMENT)

Cartgate, Preesall, Nr. Blackpool. (700 on Roll)
SCALE 4 - HEAD OF MODERN LANGUAGES DEPT.

BURNLEY TOWNELEY HIGH

Townley Holmes, Burnley. (1,103 on Roll; Co-ed 11-16)
SCALE 3 - HEAD OF CRAFT DESIGN
AND TECHNOLOGY

Re-advertisement

MINORITY ETHNIC GROUP SUPPORT SERVICE

East Cliff Offices, Preston.

SCALE 2 - PERIPATETIC TEACHER OF COMMUNITY LANGUAGES - GUJARATI

Forms/further details for this post only from/to District
Education Offices, 58/60 Guildhall Street, Preston.

Re-advertisement

BURNLEY LANGUAGE CENTRE

As soon as possible.

SCALE 2 PERIPATETIC MOTHER TONGUE TEACHER - SECTION II (ability to speak Urdu and Punjabi or Bengali is essential)

FLEETWOOD CARDINAL ALLEN R.C. HIGH (AIDED)

Melbourne Avenue, Fleetwood. (760 on Roll)
SCALE 1 - MATHEMATICS

Re-advertisement

PRESTON RIBBLETON HALL HIGH

Ribbleton Hall Drive, Preston. (639 on Roll)
SCALE 1 - MATHEMATICS

CHORLEY PARKLANDS HIGH

Southport Road, Chorley. (958 on Roll; 11-16 mixed)
SCALE 1 - MATHEMATICS (Computer Studies
and/or Physics an advantage)

BLACKBURN PLECKGATE HIGH

Pleckgate Road, Blackburn. (1,201 on Roll; 11-16 mixed)
SCALE 1 - PHYSICS WITH GENERAL SCIENCE.
Interest in Technology and Electronics an advantage

BACUP AND RAWTENSTALL GRAMMAR SCHOOL

Glen Road, Waterfoot, Rossendale. (850 on Roll; 200 VI)
SCALE 1 - PHYSICS TO 'A' LEVEL. Ability to offer
Junior Mathematics or Computer Science an advantage.

Miscellaneous

INSTRUMENTAL MUSIC TEACHING SERVICE (Reg'd 3) Preston, Penwortham and Longridge areas.

SCALE 1 - PERIPATETIC TEACHER OF BRASS INSTRUMENTS. (Particular responsibility in the French Horn)

Forms/further details for this post only from/to Chief Education
Officer, County Hall, P.O. Box 61, Preston PR1 6RJ.

(197/1)

SPECIAL EDUCATION continued

BOLTON
MILTON POLYTON BOROUGH
SPECIAL EDUCATION
WOODSIDE SENIOR
SCHOOL
485, Moorway Road,
Bolton BL1 5DH
Teachers (plus Special
Schools Allowance) re-
quired for 1986-87.
1. Teacher required to
work in 16-18 Unit.
2. Teacher required to
work in Leavers Department.
3. Teacher required to
teach social and environmen-
tal education throughout the
school.
4. Temporary Teacher re-
quired as soon as possible
until 31.8.86 to teach Boys
P.E. and PE.
Applications forms obtain-
able from Director of Educa-
tion and Arts, P.O. Box 23,
Preston House, Civic Cen-
tre, Bolton BL1 1TH by re-
turning by 15th April 1986.
(0564) 160954

BUCKINGHAMSHIRE
KINGSTON AND Aylesbury
Special Opportunity Employer
Equal Opportunity School
Wolverton, Milton Keynes
1986, an energetic, caring
teacher for a primary school
day and special school for
children with moderate learn-
ing difficulties. The teacher
should be able to offer an additional skill or
interest in the following areas:
Environmental Studies,
Craft, P.E. or Science.
Scale 1 plus special schools
allowance with removal
expenses and pension. A
wide range of housing in the
area. Applications forms and
further details are available
from the Headmaster, Mrs J.
Turnland, on request of a
freelance stamped addressed
envelope (0525) 500252

ESSEX
THORNTON PARKER
School
Colchester, Essex
Non Maintained
Residential Special School
for boys with Special Needs
(Behavioural and
Emotional, Age 9-16 years)
SEPTEMBER
Scale 1 General Subjects
Teacher. An interest in Ru-
ral Studies and or in one of
the following areas would be
an advantage but not essential.
15 hrs. Extraordinary Duty
weekly. Feasibility of accom-
modation.
Applications forms avail-
able from the Headmaster,
Thornton Park, Colchester, CO4
1JL. Tel: 0206 160034

HERTFORDSHIRE
WARDHAM SCHOOL
Bowling Green Lane,
Buntingford, Cambs.
Group, 100-120, 130 in
Sixth Form
Required for September 1986,
in this well regarded all-ability
school, a high-achieving, en-
thusiastic, and successful at all levels of
achievement, a teacher with a
strong interest in the arts and
enormous scope in a successful
well-disciplined but humane
school to introduce a new
initiative. Extra curriculum
development will be an ad-
vantage. The Headmaster at
the school with full C.V. and
names and addresses of two
references. (0867) 160032

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names and addresses of two
references. (0867) 160032

HEAD TEACHER BELMONT-BIRKLANDS SCHOOL TRUST LIMITED

68 Kent Road, Harrogate, HG1 2NH
The governors of this independent day
school for girls invite applications from
graduate teachers, for the post of Head
from September 1986.

The School, which is a Charitable Trust, has
approximately 150 pupils, aged 4 - 16
years.
Enquiries should be addressed to the Clerk
of Governors. (0221)

HERTFORDSHIRE
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names and addresses of two
references. (0867) 160032

Independent Schools

Headships

**Hurn Court
School
Christchurch
Dorset BH23 6AB**
Independent Boarding & Day
School for Boys 11-18 years.
The position of
HEAD
becomes vacant in September
1986 due to the unavoidable
early retirement of the present
Headmaster.
Hurn Court, partially
situated in a listed 16th Cen-
tury building, is situated mid-
way between Bournemouth
and Christchurch in a delightful
rural setting, and provides
education for up to 150 pupils
to O' Level and CSE stand-
ards. It also has a large and
extensive remedial depart-
ment.
Preference will be given to
graduate teachers with a
specialist knowledge of
English. Family accommodation
will be available with the post.
Please apply in writing to the
Bursar from whom ap-
plication forms and other
information may be obtained.

ISLE OF MAN
Principal wanted for new
branch of a Private College
opening in West London in
Autumn 1986. Please write in
confidence giving full details
of C.V. and experience. All re-
spondents to be interviewed.
Write Box 785 00316. Priority
reply to Box 785 00316. Tel: 01-
412 05270.

BUCKINGHAMSHIRE
GERRARDS CROSS
S.M. C. 477 Co-educational,
Sixth Form: 178
Required for September 1986
a teacher of English and
Economics to a level
with c.v. and names of two
references. Tel: 0494 160034

By Subject Classification

Art and Design

Heads of Department

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Sixth Form: 178
Required for September 1986
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Mathematics

OXFORDSHIRE
RYE STANTON
Independent Roman Catholic
School, Rye Stanton, Oxford
Group, 100-120, 130 in
Sixth Form
Required for September 1986,
in this well regarded all-ability
school, a high-achieving, en-
thusiastic, and successful at all levels of
achievement, a teacher with a
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enormous scope in a successful
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the school with full C.V. and
names and addresses of two
references. (0867) 160032

Other Assistants

OXFORDSHIRE
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the school with full C.V. and
names and addresses of two
references. (0867) 160032

Craft, Design & Technology

KENT
THE KING'S SCHOOL
Canterbury, Kent
Group, 100-120, 130 in
Sixth Form
Required for September 1986,
in this well regarded all-ability
school, a high-achieving, en-
thusiastic, and successful at all levels of
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names and addresses of two
references. (0867) 160032

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(H.M.C. 550 pupils, aged 11-18,
of whom 320 are boarders, 200
day pupils)
A Graduate to teach Design
Technology in the school new
Centre, which opens in September.
The Headmaster will be
available for an interview. The
salary is negotiable.
Applications with curriculum
vitaes and names of two
references should be sent to the
Headmaster, The King's
School, Canterbury, Kent
(0842) 182424

Economics & Business Studies

SURREY
HURSTWOOD HOUSE
A Residential Independent
College of Further Education,
required for September 1986 a
teacher of Economics and
Business Studies to a level
with c.v. and names of two
references. Tel: 0181 160034

Other Assistants

SURREY
HURSTWOOD HOUSE
A Residential Independent
College of Further Education,
required for September 1986 a
teacher of Economics and
Business Studies to a level
with c.v. and names of two
references. Tel: 0181 160034

English

Other Assistants

BERKSHIRE
CLAIRE COURT SCHOOL
Reading, Berkshire
Required for September 1986
a teacher of English and
Economics to a level
with c.v. and names of two
references. Tel: 0181 160034

Geography

Other Assistants

CHERTENHAM
CHARTON PARK SCHOOL
Chertsey, Surrey
Group, 100-120, 130 in
Sixth Form
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in this well regarded all-ability
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NORTH YORKSHIRE

GILGOLWICK SCHOOL
English Teacher
Co-educational - Boarding -
H.M.C. - IAPS
Required for September 1986,
young graduates to A/S
level.
Must be able to coach
either rugby/cricket or
hockey/tennis. Resident
House Tutor's post avail-
able.
Commitment to Co-
educational boarding en-
vironment essential.
Applications, giving the
names of two referees, to
the Headmaster, Gilgowl-
ick School, 25, North
Yorkshire RD4 0DE, from
whom further particulars
are available. 182424
(02845)

HERTFORDSHIRE
ST. COLUMBA'S COLLEGE
King Harry Lane, St. Albans,
Herts.
Independent R.C. Day School
for Boys aged 11-18, 560 on
roll.
Required for September 1986 a
recent graduate with some
senior school experience to
teach GEOGRAPHY through-
out the school, with special
interest in Human Geography,
statistical techniques and/or
Fieldwork.
Willingness to assist with
extra-curricular activities and
sports. Salary according to
experience and qualifications.
Applications with C.V. and
names of two referees to
Headmaster, St. John's Lane,
Hemel Hempstead, Herts.
(0849) 182424

Other Assistants

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Mathematics

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Applications with C.V. and
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Mathematics

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Willingness to assist with
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Hemel Hempstead, Herts.
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Headmaster, St. John's Lane,
Hemel Hempstead, Herts.
(0849) 182424

Other Assistants

HERTFORDSHIRE
ST. COLUMBA'S COLLEGE
King Harry Lane, St. Albans,
Herts.
Independent R.C. Day School
for Boys aged 11-18, 560 on
roll.
Required for September 1986 a
recent graduate with some
senior school experience to
teach GEOGRAPHY through-
out the school, with special
interest in Human Geography,
statistical techniques and/or
Fieldwork.
Willingness to assist with
extra-curricular activities and
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Mathematics

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COLLEGE OF ST MARK AND ST JOHN PLYMOUTH INTERNATIONAL EDUCATION CENTRE

Applications are invited for a fixed-term contract post (on the Lecturer scale) available from early May to late August in the International Education Centre.

Applicants should have a degree, a postgraduate qualification in EFL and three or more years relevant teaching experience, including ESP and EAP.

Experience in the developing world and of materials writing would be an advantage.

The successful applicant will be required to teach general English, technical English and Study Skills.

Applicants are invited to contact the Secretary of the International Education Centre on 0752 777188 extension 310 for further particulars. Closing date for applications 18th April.

(8214)



Key Training

The country's leading private training organisation working in both adult and youth training, wish to expand its already substantial resource.

We intend to focus specifically on training for the use of new technology.

We need today:

Regional Training Managers

To be responsible for the Regional Manager for the standard of training within the region, for client liaison and the development of the human training resource. Location various. Salary circa £13,000 + 1.6% car

Trainee Tutors

People under 30 to be trained to tutor in technology, with longer term opportunities to become Centre Managers. These posts are open to people from all disciplines who want to develop their teaching and training career towards new technology. Locations national. Salary £8,500 - £10,000

Send career details or call for application form to

David Harris, Managing Director, Key Training Ltd, 10 Eaton Place, Reading, Berks RG1 7LR Tel: (0734) 608533

A subsidiary of Park Place plc

UNIVERSITY APPOINTMENTS continued

LIVERPOOL

UNIVERSITY OF LIVERPOOL DEPARTMENT OF EDUCATION

Applications are invited for two-year, part-time appointments to teach PGCE courses from September 1st 1986 in the following areas:

COMPUTER, MATHEMATICS, EDUCATION, SCIENCE, EDUCATION, INTELLIGENCE, SCIENCE, EDUCATION.

All applicants are expected to have appropriate recent experience in comprehensive schools. The appointments will be for up to the equivalent of 11 days per week on a pro rata scale in the salary range £8,050 - £9,485 per annum.

Applications, together with the names of three referees, should be received not later than 23 April 1986 by The Registrar, University, P.O. Box 147, Liverpool L69 3GB. Further particulars may be obtained from the Registrar, 712/756. (0846) 280000

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION LECTURER IN PRIMARY EDUCATION

Required for this permanent post mainly concerned with the training of PGCE students. Applicants should have recent and successful teaching experience with children aged 5 to 8 years preferably as a senior or head teacher. An interest in and experience of research would be an advantage.

The post is concerned with the teaching of courses within the Institute. Successful candidates may be asked to take part in higher degree work.

Salary on the Lecturer scale £8,020 - £10,700 plus £1,267 London Weighting plus UBS.

Further particulars and application forms from Mary Griffin, Personnel, University of London Institute of Education, 20 Bedford Way, London WC1H 9AP. Tel: 01-636 1500. Ext. 254, quoting ref. L/P/E. Completed applications received by 23 April. 280000 (08551)

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION LECTURER IN RELIGIOUS EDUCATION

Required from September 1986. Duties will include a substantial contribution to the PGCE course, and also involve teaching on the MA course and supervision of higher degree theses and dissertations. The appointment will be for three years in the first instance.

Salary on Lecturer scale £8,020 - £10,700 plus £1,267 London Weighting.

Further particulars and application forms from Mary Griffin, Personnel, University of London Institute of Education, 20 Bedford Way, London WC1H 9AP. Tel: 01-636 1500. Ext. 254, quoting ref. L/P/E. Completed applications received by 23 April. 280000 (08550)

Colleges of Higher Education

WINCHESTER

KING ALFRED'S WINCHESTER

LECTURER IN SENIOR LECTURER IN TECHNOLOGY

Applications are invited from well-qualified graduates for the post in the College's expanding Department of Design and Technology.

A person is sought with a successful record of innovation, practical experience and the ability to take responsibility for the development of the department. The successful candidate will be expected to contribute to the development of the department and to the college's overall development. The successful candidate will be expected to contribute to the development of the department and to the college's overall development.

Successful school applications with necessary references will be considered. Salary scale £8,076 - £11,000.

Applications should be received not later than Tuesday 18th April 1986 by The Principal, King Alfred's College, Winchester, SO9 3JL. Tel: 01-963 22831. Further particulars obtainable from Mrs. J. G. (0850) 340022

Adult Education

OXFORDSHIRE COUNTY COUNCIL APPOINTMENT OF HEAD OF CONTINUING EDUCATION (Bursary Lecturer II £9,076 - £12,945)

Required for 1st July 1986 or as soon as possible thereafter, to lead the development of continuing education in Bicester and surrounding villages and a programme of adult education activities at Bicester School and Cooper School.

Further information from Mr A.A. Rinehart, 11 Westbury, Banbury OX16 8SE to whom completed application forms should be sent by 30th April 1986. S.A.E. essential. (08612) 350000

Youth and Community Service

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

NEW PARKS COMMUNITY COLLEGE

ST. PETER'S PROJECT

Tel: Leicester 873841

A suitably qualified person is required for the post of COMMUNITY TUTOR.

The area of work will be mainly concerned with the management of the Community Building and the promotion of community based activities. The person appointed will also need to have an understanding of the social and cultural aspects of the Projects and Formal Adult Education.

Salary: Burnham F.E. Lecturer I.

Further details and application forms available from Mr. W.S. Hudson at the above address. Closing date 18th April 1986. (05464) 440000

ASSISTANT DIRECTOR/ FIELD CONSULTANT

After eight years, Euphemia Cady is leaving ALBSU and we are seeking to recruit her successor, to join our small London based team.

Candidates should have substantial experience in adult literacy, numeracy or related basic communication skills work with adults as well as enthusiasm and commitment to the general development of basic education in England and Wales.

ALBSU is the central focus for adult literacy and related basic skills work in England and Wales and is grant aided by the Department of Education and Science and the Welsh Office Education Department. Among its functions, ALBSU sponsors a significant number of development projects, co-ordinates and provides training, produces and publishes materials and offers a consultancy and advisory service to LEAs and voluntary organisations.

ALBSU staff are based in London, although a considerable amount of travelling throughout England and Wales is essential. The commencing salary will be between £17,265 and £18,472 on the National Joint Council Scales plus £137 London Weighting Allowance.

Further details and application forms may be obtained from:

The Director, Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA. Telephone: 01-406 4017

Closing date for applications is April 30, 1986.



Adult Literacy & Basic Skills Unit

PHILANTHROPIC COMMUNITY-Redhill London Boroughs Regional Resource Centre

TEACHER

Burnham Scale 1 plus allowances

The Philanthropic Community provides residential facilities for adolescent boys referred by Social Services departments for Remand, Assessment, long term care, and intervention in times of crisis. Most boys admitted will have experienced rejection or authoritarianism at the hands of adults so that any work undertaken must start from the basis of a trusting relationship.

You will be:

- particularly interested in the education of children with special needs;
- able to contribute to an extended curriculum;
- able to comprehend the personal turbulence and chaos experienced by your pupils;
- resilient, innovative, imaginative, and optimistic;
- emotionally mature.

In recognition of your need for support, the Community offers:

- regular personal professional supervision;
- attendance at top-up courses appropriate to your requirements;
- opportunity to develop your special educational interests;
- active and involved support from Residential Social Workers, a full time educational psychologist, and a consultant psychiatrist.

Remuneration for your average working week of 42½ hours is by the following salary package:

1. Burnham Scale 1 (appropriate point);
2. £2847 (for rostered hours over 27½ each week);
3. In addition, 10% of above elements for 10 (rather than 14) weeks annual leave;
4. £315 outer fringe allowance;
5. £10.83 per night when rostered to sleep on the premises (average three per month).

If you want to experience the real satisfaction to be gained from carrying out tasks others consider impossible, please phone Andy Haines, Studies Co-ordinator on Redhill 63445 ext. 206, or Walter Campling, Principal, Extension 200.

Application forms can be obtained from the Principal's secretary by writing to the Philanthropic Community, Redhill, Surrey, RH1 4DZ or by telephoning Redhill 63445 Extension 202.

The closing date for applications is 18th April, 1986 and interviews are likely to take place during the week beginning 28th April, 1986.

Wandsworth an equal opportunity employer

All applicants are considered on the basis of their suitability for the job irrespective of disability, race, sex or marital status.

Senior Youth and Community Worker

£8,613-£9,594

Are you able to identify young people's needs in the Britwell area of Slough? We are looking for a qualified Youth and Community Worker to organise and administer a varied programme of educational, sporting and leisure activities at the Britwell Project, which is a voluntary project, supported by the Youth and Community Service, based at Ventworth Avenue, Slough.

Applicants should have experience of club based work, together with proven organisational and administrative skills, and a definite commitment to work with young people. This is the senior post of two posts at the Centre.

Comprehensive In-Service Training and personal supervision. Removal expenses in approved cases.

For further information, telephone Mr Andrew Amann, District Youth and Community Officer, on Slough 76136.

Application form and Job Specification from Director of Education (YCS) Shire Hall, Shiffield Park, Reading RG2 9XE. (SAE please.)

Closing date 21st April

An Equal Opportunity Employer

Royal County of Berkshire

Education Youth Service Full-Time Youth Worker Bedfordshire Education Service County Youth Service

Applications are invited for the post of Youth Worker - Kempston.

Kempston Youth Centre opened in 1976 in purpose built premises which offer excellent facilities.

We are looking to appoint a qualified person who will be able to build on the good reputation of this centre.

Salary JNC 3 (1-8) £7,986 - £9,244 (subject to review). Assistance with removal and relocation expenses may be available.

Details and forms are available from the Chief Education Officer (Youth Service), County Hall, Cauldwell Street, Bedford MK42 9AP, or telephone Elizabeth Goddison on Bedford 63222 ext. 2160.

Closing date 18th April 1986.



YTS/EMPLOYMENT WORKER

TOOTING YOUTH PROJECT requires a YTS/ Employment Worker to assist young black people to gain access to employment and training opportunities through counselling and support; liaison with employers and YTS schemes/other training schemes; educational support and liaison with Manpower Services Commission, Local and Central Government and voluntary organisations.

The worker will also be expected to develop strategies for widening employment and training opportunities.

TOOTING YOUTH PROJECT is a voluntary organisation in the London Borough of Wandsworth, supported by Wandsworth Council and the L.L.B.A.

Salary: Scale 6 (£10,296 inclusive London Weighting)

For further information and application form contact:

Cecile Simpson - Telephone: 01-672/9562/9643

CLOSING DATE for completed application forms: Friday 18th April 1986.

(61701)

YOUTH & COMMUNITY continued

SHERIFFS EDUCATION COMMITTEE

AN EQUAL OPPORTUNITY EMPLOYER

YOUTH SERVICE

Applications invited from experienced youth workers to research needs and develop projects with young people at Church Street.

Person appointed will work in the South Shropshire District Team.

Instant approved staff development policy.

Salary JNC range 3, pts 2-6 £8,780.00 to £9,580.00 plus approved additional qualifications.

Further details, job description and application form from County Education Officer, Shirehall, Shrewsbury, Shropshire. Tel: 0743 254500.

Closing date 23rd April 1986. (08864) 440000

TRAFFORD METROPOLITAN BOROUGH

EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the full-time post of Teacher in Charge of the Gorse Hill Youth Centre which is to open in May 1986.

Salary: JNC Range 3: points 4-8 £8,613 to £9,594. For further details and an application form please Tel: 061-913 8355. Ext. 3168. Closing date: Monday 14th April, 1986. (03553) 440000

Overseas Appointments

COSTA RICA

Applications are invited for 3 teaching positions at the Instituto Anglo-Costarricense de Cultura y Idioma. Applicants must have RSE diploma or certificate. One position as teacher and Teacher Trainer. Two positions as teacher with 24 contact hours a week. Two-year contracts. Write to IAC, APDO 8184, San Jose, Costa Rica, America. (03559) 450000

FINLAND

Wanted a young, English and experienced TEACHER to teach in the Kindergarten from the 15th of August 1986 to the end of May 1987. Accommodation provided.

Further details from: Mrs. Aini Mäkelä, The English Kindergarten of Kuopio, Ranta-avun 17, 70400 Kuopio Finland. (08609) 450000

GERMANY

Small, highly professional, active, conceptually sound requires trained EFL teacher to write, including curriculum, company and in-school adult education. Initially half-time leading to full-time. Driving licence and some German essential.

Details from: Language School, Apartment 2, De launcey Street, London NW1. Tel: 01-367 0656. (08903) 450000

GREECE

EFL Teachers required for Athens, Thessaloniki, provincial towns, Crete and other islands. Salary £10,000 p.a. Applicants must have a degree and/or teachers' Diploma for work permit. EFL experience and qualifications preferred.

Please send curriculum vitae, recent photo and self-addressed envelope to: Teachers in Greece, 19 Tag. (Jou) Gournapha, Athens 115 71, Greece. (03535) 450000

ITALY

ENGLISH WORLDWIDE is seeking qualified and experienced EFL teachers for short-term positions in Rome and Milan, to start immediately. Applicants should hold at least the RSA Preparatory Certificate. They should have considerable experience. In-company teaching experience would be especially relevant.

Good salaries and conditions of work. Please apply with full cv and contact photo and name to: Christopher Graham, English Worldwide, 27 Salisbury Street, London NW1 4EJ. (08901) 450000

ITALY

ST. STEPHEN'S SCHOOL, Rome, Italy. Applications are invited for the following positions: Phys. Ed. and Art. Teacher and SL. qualified candidates with an upper secondary level. Also, Certified Librarian, experienced. Candidates requested to write, including curriculum, recent photograph, three references and a letter to the Headmaster, St. Stephen's School, Via Aventina 3, 00187 Rome, Italy. (0661) 450000

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GIBRALTAR

The Department of Education requires qualified Teachers/Lecturers for the following posts with effect from 1st September 1986:-

Westside School (Group II Comprehensive - Girls)

Two posts for teachers of home economics and needlework to teach the subjects to GCE 'O' level/GCSE.

Gibraltar College of Further Education (Department of Technology)

One post, for a lecturer in mechanical and plant engineering to teach day release and full-time students up to and including category III level. Practical experience in bench and machine-tool skills in F.E. will be advantageous.

All posts are one-year contract appointments in the first instance. Salary is paid at 97% of Burnham (Schools) Scale 1 or Burnham (F.E.) Lecturer I. Subsidised hostel accommodation is available. Return air passage, baggage expenses and employer's share of superannuation contributions are paid.

Successful applicants will be required to take a medical examination in Gibraltar.

Application forms are available from:- The Manager, Gibraltar Tourist Office, 179 The Strand, London WC2R 1ER. Telephone: 01-836 0777, to where they should be returned when completed not later than 18th April, 1986.

(8226)

QUALIFIED TEACHERS

are required to work at

QUEEN'S COLLEGE, NASSAU, BAHAMAS

Queen's College is a Methodist School, founded in Nassau on 13th January, 1890. It moved to its present campus 1952. The school is comprehensive, all-age, with a total student population (aged 3 to 19) of approximately 1,400 (ELC 120, Primary 580, Secondary 700). Appointments are for an initial contract for 3 years. Interested persons are asked to apply as follows:

PRIMARY

Classroom teachers and specialists are needed, though in recent years many of the vacancies for primary teachers have been filled by local applicants. Applicants should outline any area of speciality (eg. Maths, Science, Reading, P.E., Creative Arts etc.) possessed.

SECONDARY

Applications are invited from specialists in the following subjects or combination of subjects: General Science to the first three years/Physics to O & A levels; General Science to the first three years/Biology to O & A levels; Mathematics; Computer Studies/Maths; Modern Languages; English; Accounts/Commercial/Secretarial; Music; Technical Studies; Art; Home Economics; Geography/Social Studies; Religious Education/Social Studies.

The policy of the school is to give preference to persons already on staff when posts of responsibility become vacant. Three posts as Head of Department (Music, Physics, Geography) are available for 1986-89. Applications are invited from persons with 3 or more years of teaching experience. Such persons should state if they also wish to be considered for a relevant unappointed teacher's post described above.

Applicants must have an absolute minimum of 3 good O-level passes in addition to a Teacher's Certificate from a recognised College of Education. Applicants who hold a Bachelor's Degree with documented evidence of training as a teacher, and two years experience in the classroom, are preferred. Applicants must be prepared to work in harmony with the goals of the Christian Church, and in particular with the emphases of the Methodist denomination.

Applications should be directed to: The Principal, Queen's College, P.O. Box N-7127, Nassau, Bahamas.

Mail sent Air Mail generally arrives in the Bahamas within a week, if clearly marked "Air Mail" and bearing the correct postage for overseas Air Mail. Other forms of mail (Swiftair, courier, etc) are not appreciably quicker than direct air mail.

Interviews will be held in Britain at the end of April/beginning of May, with positions offered soon thereafter.

(8213)

TEACHERS FOR ZIMBABWE

The Government of Zimbabwe wishes to appoint suitably qualified secondary school teachers on three year contracts commencing May and September 1986.

Preference will be given to trained graduates or trained non-graduates. But applications from untrained graduates will also be considered. Qualifications in such subjects as Philosophy, Anthropology, Sociology etc will not be considered.

All applications should include a brief Curriculum Vitae indicating in the case of graduates details of subjects taken on a year by year basis. Interested persons are invited to send their applications to:- The Senior Recruitment and Education Attache, Zimbabwe High Commission, 429 Strand, London WC2R 0SA.

(8209)



WILTSHIRE COUNTY COUNCIL

Education Department

LACKHAM COLLEGE OF AGRICULTURE

CHIEF ADMINISTRATIVE OFFICER

CLERK TO THE GOVERNORS

Full time. 37 hours per week.
Salary: Scale 6/S01 - £8,979-£10,638 p.a.

The postholder is responsible to the Principal of the College for personnel, financial, academic and YTS administration. This residential college, set in 200 hectares of landscaped parkland adjacent to the National Trust Village of Lacock, provides full and part-time courses for 360 full time equivalent students in a range of land-based subjects.

Candidates should be qualified to degree level or equivalent, and have administrative experience at a senior level, including responsibility for staff.

Application forms and further details (SAE please) from the Principal, Lackham College of Agriculture, Lacock, Chippenham, SN15 2NY. Returnable by 18th April, 1986. (6173)

ADMINISTRATION - LEA continued

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
DIRECTOR OF EDUCATION
AND RECREATION
ASSISTANT HEAD OF SERVICE
SOCIETY OF HEADS OF SCHOOLS
£10,120-£12,397 p.a. incl.

The man or woman appointed will oversee, control and supervise the work of the section, ensuring that all matters are dealt with in accordance with national regulations and local authority policy. Responsibilities will include the preparation of annual estimates for expenditure on education and other services, the preparation of annual reports to the Education Committee and other bodies, and the preparation of the annual budget for the Education Committee and other bodies.

For an application form and further details, please apply to the Director of Education, Kingston upon Thames, 25th April 1986.

This post is subject to the LMOGC 'Riflescope' Procedure and with the agreement of the Kingston Education Committee, applications will be invited from persons with appropriate qualifications and experience, but not necessarily to applicants of G.C. or M.C.A. (08587) 480000

Educational Psychologists

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

EDUCATIONAL PSYCHOLOGIST

Schools Psychologist

£14,979 p.a.

Applications are invited from fully qualified educational psychologists for this varied and challenging post based in Leicester.

For an application form and further details, please apply to the Director of Education, Leicester, 25th April 1986.

This post is subject to the LMOGC 'Riflescope' Procedure and with the agreement of the Leicester Education Committee, applications will be invited from persons with appropriate qualifications and experience, but not necessarily to applicants of G.C. or M.C.A. (08587) 480000

EDUCATION DEPARTMENT

Assistant Education Officer (Development)

Salary: PO (6-8) - £12513-£13862 p.a.

This post will provide an opportunity for an experienced teacher to acquire a good all round knowledge of education administration. The person appointed will primarily deal with ensuring that school sites and premises are used to optimum effect, and to identify areas of land or building that may be surplus to requirements.

Application form and further details available from the Director of Education, County Hall, Chichester, West Sussex, PO19 1RF or by telephoning Mrs Maureen Dray on Chichester 777100 extn 2308. Closing date: 18 April 1986. (6238)

west sussex

EDUCATIONAL PSYCHOLOGISTS continued

SURREY

MOOR HOUSE SCHOOL

Woking, Surrey

Tel: 0424 2371

Not maintained

residential school for boys and girls with specific disorders of speech and language.

Age range 7 to 16 years

EDUCATIONAL PSYCHOLOGIST (part-time)

Required for approximately 18 hours per week.

Interest and experience with children with specific language disorders and related learning difficulties.

Salary: £14,979 p.a. (plus fringe allowance).

Further details from the Principal.

Applications by letter with curriculum vitae and giving names and addresses of three referees, (08521) 560000

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City of Salford

Education

ASSISTANT CHIEF EDUCATION OFFICER

(Support Services)

P.O. 6 £18,831-£18,908

Post ref. 4041/7ES

to be responsible directly to the Chief Education Officer for the general organisation of various support services including the Careers Service, the Education Welfare Service, the School Meals Service and the Youth and Community Service. You will act as deputy for the Chief Education Officer in those areas of work for which you are responsible.

You should have teaching experience in schools and/or further education establishments together with significant administrative experience at a senior level in an education department.

Further particulars are available with the application form.

ASSISTANT EDUCATION OFFICER

(Special Projects)

P.O. 4 £14,825-£15,111

Post ref. 4037/7ES

to join an enthusiastic team of officers involved in an overall review of the education service in the City. You will be primarily responsible to the Chief Education Officer for a number of special projects including the review of Post 16, Primary and Special Education.

You should have the experience, confidence and flexibility to work independently, produce comprehensive written reports, service working parties and assist senior staff. Teaching experience together with previous administrative experience are considered desirable.

Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Swinton, Manchester M27 2BN. Telephone 081-763 3156. Please quote the appropriate post reference in all communications. Closing date: 16 April, 1986.

We are an Equal Opportunity Employer.

(Applications are encouraged from suitably qualified and/or experienced disabled persons).

(6286)

Principal Inspector

£18,457-£20,706 p.a. (at present)

Southern (Head Teacher Group 12)

A suitably qualified and experienced educationalist is required. The Authority is seeking a person with leadership skills to manage and develop a large team of inspectors whose focus is on the quality of educational provision. The Inspector's work covers all aspects of the curriculum and the primary, secondary and further education phases of the service, advising professional staff in schools and colleges. Candidates (male or female) should be able to demonstrate successful experience in and commitment to development work. The Principal Inspector will be expected to make a significant input, at a senior level, to the development of the Education Service. This is a re-advertisement and previous applicants need not re-apply.

Relocation expenses where appropriate.

Application forms and further details are available from the Director of Education at County Hall. Closing date 18 April. Please quote ref. A12/4/86.

An Equal Opportunity Employer.

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County of Cleveland

EDUCATION DEPARTMENT

COUNTY PSYCHOLOGICAL SERVICE

Educational Psychologist/Portage Co-ordinator

£12,383-£14,979 or pro rata (under review)

Applications are invited from fully qualified educational psychologists with some Local Authority experience for this post, part of which is funded by a Government Educational Support Grant for a three year period until March, 1989.

The successful applicant will be based in Middlesbrough. His or her time will be shared equally between:-

(a) Acting as Portage Supervisor in East Cleveland;

(b) Carrying out project work on a County-wide basis aimed at supporting pupils with special needs in mainstream settings.

The post is permanent within the County Psychological Service, although the nature of its responsibilities may change following a review of the Portage programme after three years.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the County area.

If you would like to discuss this post informally, please ring MIKE WOODS, Principal Educational Psychologist, (0642) 248155 Ext 3010.

Application form and further information may be obtained from the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland. Closing date for applications: Monday, 21st April, 1986.

We are an equal opportunities employer and job sharing arrangements for this post will be considered.

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City of Wakefield

METROPOLITAN DISTRICT COUNCIL

T.V.E.I. PROJECT CO-ORDINATOR

Headteacher Group 9 £15,792-£17,112

The Manpower Services Commission has approved in principle the Authority's proposal for a T.V.E.I. Project to begin in September 1986. The Authority is seeking to appoint from 1 September 1986, or as soon as possible thereafter a Project Co-ordinator to manage the overall organisation and administration of a wide range of resources and to lead a small team of staff in the development of the project for a period of 5 years. Previous applicants should confirm that they wish their previous application to stand.

Application forms and further details available (on receipt of a s.a.e.) from the Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL, by whom completed applications must be received not later than 14 days from the date of this advertisement.

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R S A

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For LEA Officers, Advisers/Principals,
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In London, Manchester and Glasgow in
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Further details from:

Judi Langer, HAY-MSL Management
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Telephone 01-730 0833
Ext. 350 (0167)

TEENAGE VIOLENCE

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Robin Chambers - Head
Teacher.
James Hemming -
Educational Psychologist
Chaired by Anne Soler.

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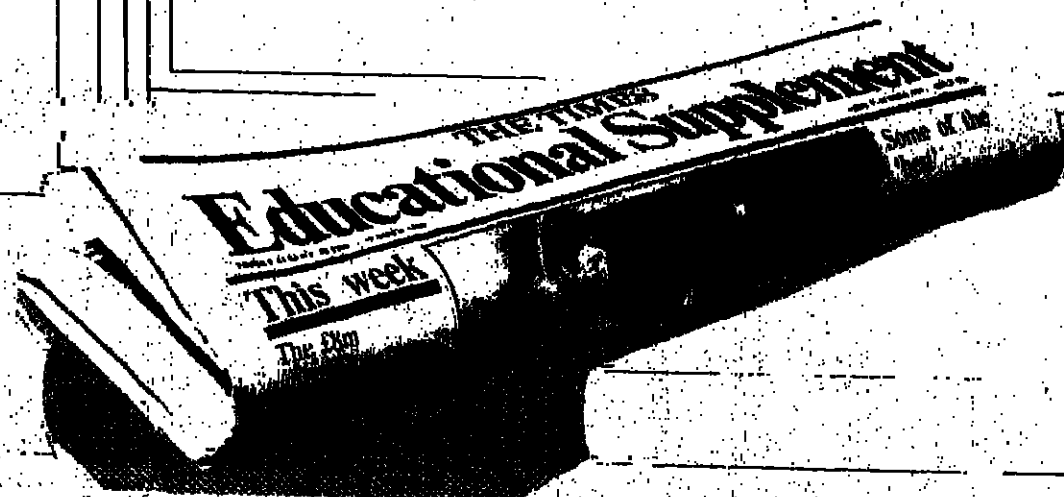
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